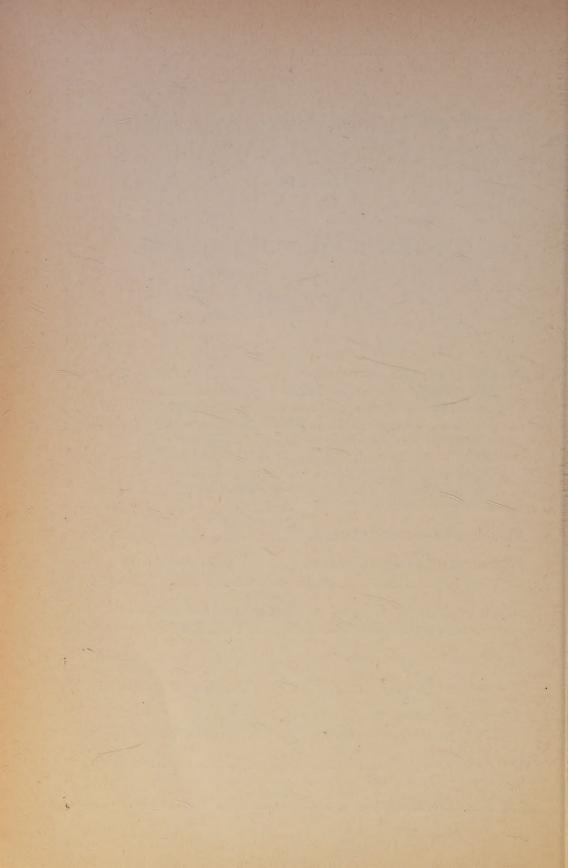
# The North Central Association Quarterly

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### THE

# North Central Association QUARTERLY

Vol. IV

MARCH, 1930

No. 4

# News Notes and Editorial Comments

By C. O. DAVIS

#### THE 1930 MEETING

At a recent session of the Executive Committee of the North Central Association of Colleges and Secondary Schools the Secretary was instructed to remind the members that the time of the next annual meeting had been set for March 18-21, 1930. This time is a week later than former years in order to allow a longer interval between the North Central meeting and the meetings at the February sessions of the Department of Superintendence. The sessions will be held, as formerly, at the Hotel Stevens, Chicago, Illinois. The open sessions of the three Commissions of the Association will be held on Wednesday, March 19, and the general Association will meet on Thursday and Friday, March 20 and 21.

Special railway rates on the certificate plan have been granted for this meeting. All persons attending the meeting are therefore urged to secure a certificate at the time a railway ticket is purchased. To fail to do so may prevent others (as well as one's self) from securing the benefits of the reduced fares.

#### THE OFFICIAL PROGRAM

Elsewhere in this issue will be found the program of the annual meeting. Besides the usual features of that meeting the following special features are to be offered:

The Success of High School Graduates in College

A Comprehensive Statistical Report on the Secondary Schools

College Entrance Requirements in English

Science Teaching in North Central

Experimental Work in Secondary Education

The Status of Athletics in Colleges and Secondary Schools

The Minimum Library Standards for High Schools

A discussion of the national survey of secondary education as well as a discussion of the activities of the National Advisory Committee on Education.

# A REPREHENSIBLE PRACTICE CONDEMNED

At a recent meeting the Executive Committee had its attention called to the fact that a few representatives of business concerns were using the prestige of the Association to secure orders for certain materials for use in schools on the approved lists of the North Central. The Executive Committee therefore instructed the Secretary of the Association to inform all secondary schools and colleges that the Association to the secondary schools and colleges that the Association to the secondary schools are secondary to the secondary schools and colleges that the Association to the secondary schools are secondary to the secondary schools and colleges that the secondary that th

sociation had never given its endorsement to any book, magazine, reference materials, science equipment or laboratory supplies. It further advised that all statements to the contrary be considered as malicious misrepresentation of the policies of the Association. It is true that the North Central Association has certain general standards regarding libraries and laboratories, but it is expected that secondary schools will be guided by the recommendations of the state departments and state universities in purchasing the books or the materials required to satisfy these recommendations.

#### RESPONSES REQUESTED

Superintendents or principals who have not yet returned the blanks for the investigation of science teaching are urgently requested to send these at once to Professor Francis D. Curtis, School of Education, University of Michigan, Ann Arbor, Michigan.

#### HOW N. C. A. MATERIAL IS USED

The following passages taken from a letter sent to Secretary J. B. Edmonson by Professor K. O. Mason, Director of Admissions, Brown University, show how at least one university uses the N. C. A. published reports. Dr. Mason says:

"Our practice at Brown (is) to accept credits by certificate from schools accredited by the New England Certificate Board and to accredit ourselves schools outside of the jurisdiction of that organization. Schools in the West and South fill out our blank form of application, and then their request is acted upon by the Committee on Admissions.

"Our regular procedure is to place upon our list, for at least a trial period of one year, any school accredited by any one of the four Associations mentioned in Mr. Cook's study, provided it has in the past three years sent any students to colleges with a curriculum equivalent to ours. We regularly ac-

cept as specimen students from any school accredited by those Associations any desirable boy who makes application even if the school is not in the habit of sending boys to New England colleges. Of course, the larger schools that regularly send students to colleges—members of the New England group—are regularly carried upon our list and, upon application, are approved for the regular period of three years."

#### STREET ADDRESSES

Recently the Executive Committee voted that the street addresses of high schools in the larger cities shall be given in the official list of approved schools. State chairmen should therefore be alert to include the necessary facts in the list submitted to the Quarterly for publication.

# EXECUTIVE COMMITTEE ACTIONS

Two recent actions by the Executive Committee in respect to the Quarterly will be of general interest.

The Committee approved the suggestion that the Quarterly should be sent free to the Deans of all Graduate Schools in the United States. It was suggested that a letter setting forth this policy be sent to these deans.

It was also voted that the Quarterly should be sent to secondary schools applying for membership and paying the application fee of \$5.00, even though the schools are rejected. This policy will take effect with the issue of June, 1930.

#### SUMMER SCHOOL ATTENDANCE

The Journal of the National Education Association (Vol. 18, No. 8, November 1929) gives some interesting facts about summer school attendance. According to the figures there presented the estimated number of teachers in the United States in 1929 was 927,200.

In the same year (1929) 414,824 individuals were enrolled in the 662 summer schools which reported, and of

this number 270,237 were taking courses designed for teachers. That is, 65.1% of all summer school students were apparently teachers. If so, this is 29.1% of all the teachers of the land. Certainly a wonderfully good showing.

#### "FEMINIZING"

"Never in the history of the world has the rising generation been left so exclusively in the hands of womankind as in the United States of America in the present day."-So says W. D. Parkenson, in an article in the Journal of Education, Nov. 25, 1929. Continuing Dr. Parkenson says: "Can life be interpreted without recognizing the call of the masculine upon the boy, the call of the feminine upon the girl, the ideal each shall follow, and the ideal by which each shall measure the other? Or can it be done by taking account merely of the common ideals which are necessarily, although unconsciously, formulated out of the other two? Who would think it sensible to place in the hands of men exclusively the interpretation of life to the great body of school girls, however noble and high-minded the men? How then do we so complacently hand our boys over to women as interpreters? Is it even well for the girls to have no worthy masculine ideal before them?

What must be the effect upon school children of finding their interpreters all of one sex when they are surrounded on all sides by both sexes, and are themselves not only constantly witnessing but actively participating in the perennial hide and seek, the fascinating interplay between the two?"

What will bring a greater equality in numbers of men and women teachers?

#### EDUCATIONAL CHANGES

The Annual Report of the Commissioner of Education for the year ending June 30, 1929, has recently come from the press. The following are significant data taken from that report.

I. Reports from 339 teachers colleges show 274,348 students preparing for the profession of teaching.

- II. The average per capita cost for education in cities—the costs being based on the number of pupils in average daily attendance in day schools—is
  - a. In 35 cities with a population of 100,000 or more,—\$113.69
  - b. In 60 cities with a population between 30,000 and 100,000, \$96.78
  - c. Elementary school enrollments increased "slightly" over 1926
  - d. Secondary school enrollments increased about 4.5 per cent
  - e. Enrollments in institutions of higher learning increased about two per cent—"The smallest since the World War."

#### STUDENT AMBASSADORS

"In the years following the World War a desire to know more about the United States and about the American people spread everywhere throughout Europe. .... This desire on the part of Europeans and of Americans for a better mutual understanding has assumed many forms of realization. None has been more significant than the interchange of students. As a result of this phenomenon the United States has become a veritable Mecca for students from all over the world....

Prior to the World War the number of students from abroad who were attracted by the educational facilities of this country and who came to study in our colleges and universities was negligible.....

A conservative estimate would place the number of students from foreign lands who will study this year in institutions of higher education in the United States at a figure well over ten thousand. In addition to those entering colleges, universities and technical institutes there will probably be at least several thousand others coming to this country to pursue preparatory courses in the secondary and other schools lower than college grade, which would swell the total to approximately fifteen thousand."—Assoc. of Amer. Coll. Bul. Vol. XV No. 3 p. 380.

# STARTLING FACTS RESPECTING NARCOTIC DRUGS

The Treasury Department proceeded against 1,000 narcotic offenders in the year 1917. Last year the number was over 8.000. In the United States prisons, inmates convicted for violations of the Federal narcotic laws constitute 34% of the population. The next group, those convicted of violating the prohibition law, constitute 14%. A checkup in the Federal penitentiary at McNeill's Island, showed that 56 prisoners were bootleggers and 896 were drug peddlers! A survey of the prisons of New York City shows approximately half of the prisoners in turpitude cases to be drug addicts. Capture of the books of a "dope ring" in Chicago revealed 18,-000 drug addicts among the customers, involving yearly payments of \$39,000,-000. This is but one ring, in one city.

A stream of boys and girls, as young as fourteen, is pouring into the underworld of our cities. It is estimated that 75,000 girls from all walks of life disappeared from the homes of America last year, an increase of fifty per cent in the estimate for the previous year. Investigation has shown that a large percent of the boys and girls arriving in the underworld, have come down the "drug road." The boy drug addicts recruit the robber gangs that create our crime wave with its daring hold-ups and cruel and unnatural murders.

-From a circular of information.

#### CHARACTER EDUCATION

The state of Connecticut is taking some advanced steps in character education. Under the supervision of Mrs. Ruth White Colton, Director of the Bureau of Character Education of the State Board of Education, an elaborate organization has been effected whereby, it is hoped, efficient methods for character development may be demonstrated. The city of Norwalk has placed its entire school system under the directions of Mrs. Colton and her associates for a period of five years. The School of

Education of Yale University has also officially joined the movement and will seek to give professional training to the teachers and supervisors who will engage in the work.

The expense of the undertaking is being met from the Hartley Corporation, created by Helen Hartley Jenkins.

# JOHNSON NORMAL FOLLOW-UP

This fall the State Normal School at Johnson, Vermont, inaugurated a plan of following up the members of last year's class through their first year of teaching. Miss Lida Mann, a member of the faculty who took a special course in supervision the past summer at Boston University, is the Normal Visitor. Mann visits the beginning teachers in their schools, taking to them mimeograph material from the Normal School. notes the general conditions of school, commends strong points in instruction, and suggests ways to correct Whenever possible, weaknesses. visits the superintendent of schools to get his opinion of the girl's work.

The Normal visitor on her return to Johnson files a complete report of her visit with Principal Ralph C. Jenkins. On the basis of these reports Principal Jenkins writes a personal letter to each beginning teacher, commending the strong points noted, and suggesting further ways to correct weaknesses. An attempt is made to offer a few words of encouragement to discouraged teachers, and teachers with less than two years training are strongly urged to complete their work for a diploma. Several one-year-trained girls have already decided to return for their second year.

-Journal of Education.

# THIRTY-FIVE NEW COLLEGE PRESIDENTS

The Bulletin of the Association of American Colleges for November 1929 (Vol. XV, No. 3) states "that thirty-five new college presidents have been elected since January, 1929, and six others who were elected in 1928 have been inaugur-

ated. In addition, four acting presidents have been designated, while in at least ten other institutions the affairs of the presidency are being temporarily administered by members of the staff pending the filling of existing vacancies." The lists are as follows:

The thirty-five institutions which have elected new presidents this year are given in the following list, each with the name of the new president.

Albany College, Thomas William Bibb Brown University, Clarence Augustus

Barbour

University of California, Robert Gordon Sproul

Carthage College, Jacob Diehl Case School of Applied Science, William Elgin Wickenden

University of Chattanooga, Alexander Guerry

University of Chicago, Robert Maynard Hutchins

University of Cincinnati, Herman A. Schneider

Colby College, Franklin Winslow John-

Connecticut Agricultural College, George Alan Works

Connecticut College for Women, Katharine Blunt

Davidson College, Walter Lee Lingle Drew University, Arlo Ayres Brown University of Dubuque, Paul H. Buch-

Earlham College, William Cullen Dennis Elizabethtown College, Harry Hess Nye College of Emporia, John Bailey Kelley Hanover College, Albert George Parker, Tr.

Hunter College, James M. Kieran Johns Hopkins University, Joseph S. Ames

Lincoln Memorial University, Hervin Ulvsses Roop

Lombard College, George G. Davis

Louisiana Polytechnic Institute, George W. Bond

University of Louisville, Raymond Asa

Mary Baldwin College, L. Wilson Jarman

University of Michigan, Alexander Grant Ruthven

Morris Harvey College, George West Diehl

Mount Morris College, C. Ernest Davis Niagara University, John J. O'Byrne Ohio Northern University, Robert Wil-

liams

University of South Dakota, Herman Gerlach James

Union College (Kentucky), John Owen Gross

Virginia Military Institute, John Archer Leieune

Whitworth College, Ward W. Sullivan Winthrop College, James Pinckney

The six colleges which this year inaugurated new presidents who had been elected during 1928 are given in the following list, each with the name of the president.

Dickinson College, Mervin Grant Filler Ohio Weslevan University, Edmund

Davison Soper

Rio Grande College, Willard W. Bart-

Russell Sage College, James Laurence Meader

Southwestern College, Ezra Thomas

Union College (New York), Frank Parker Day

The four acting presidents are given in the following list:

Goucher College, Hans Froelicher

Illinois College, John Griffith Ames

Stanford University, Robert Eckles Swain

Transylvania College, Elmer G. Campbell

These colleges and universities are widely scattered geographically: four are in the new England States, seven in the Middle Atlantic States, thirteen in the Southern States, seventeen in the Middle Western States, and four in the Western States. By states, Illinois and Ohio, with five each, have had the largest number of changes, while New York comes next with four.

# Nominations for 1930-1931

The following is the report of the Nominating Committee:

PRESIDENT: Merle Prunty, Superintendent of Schools, Tulsa, Oklahoma

1st VICE-PRESIDENT: C. R. Maxwell, University of Wyoming, Laramie, Wyoming

2nd VICE-PRESIDENT: G. W. Willett, Principal, Lyons Township High School, La Grange, Illinois

MEMBERS OF THE EXECUTIVE COMMITTEE:

1. M. E. Haggerty, University of Minnesota, Minneapolis, Minnesota

2. W. E. Tower, District Superintendent of High Schools, Chicago, Illniois

Respectfully submitted by the Committee,

THOMAS W. GOSLING, Chairman Superintendent of Schools Akron, Ohio

ELI C. FOSTER,
Principal, Tulsa High Schools
Tulsa, Oklahoma

C. H. FRENCH
President, Hastings College
Hastings, Nebraska

THOMAS LLOYD JONES

High School Inspector, University
of Wisconsin

Madison, Wisconsin

ROBERT M. KELLEY
President, Loyola University
Chicago, Illinois

# Minutes of the North Central Quarterly Editorial Board

November 30, 1929

A meeting of the North Central Association Quarterly Editorial Board was held at the Hotel Stevens, Chicago, on Saturday, November 30, 1929, at 8:45 a.m. Members of the Board present were Messrs. Brown, Davis, Edmonson, French, McComb, Morgan, and Zook. Absent, none.

The Managing Editor presented a

financial report as follows:

Receipts since March 1, 1929
Sale of curriculum reprints.... \$ 138.05
Sale of Quarterlies (subscrip-

tions, single copies, etc.) ..... 1,002.79

The Editor likewise submitted the mailing list of the Quarterly totaling 4,226 names, including subscriptions as follows: General (at \$5.00), 59; Library (at \$3.00), 170.

After discussion the Editor was requested to ascertain whether copies of the Quarterly sent to the several member institutions are mailed in a single package or separately, and, if the former, to see that a change is made.

The question of including in the Quarterly pictures of the leaders of the Association developed considerable discussion. Some favored; others opposed.

Among the suggestions made were:

1. To limit the pictures to one or two issues each year.

2. To print, in order, the pictures of the members of each Commission—

together with an account of the history and work of these Commissions.

 To print together the pictures of the leaders of certain important issues with which the North Central Association has dealt.

4. To print the pictures of the principal speakers at each annual meeting.

Finally, on motion, the entire matter was left in the hands of the General

Secretary and the Editor.

The Editor reported that Mr. Beimer of the Horton-Beimer Press was desirous of breaking up the type being held for the curriculum reprints, provided no more reprints are likely to be ordered. The Editor was requested to ascertain from Professor Webb and his committee whether additional reprints are likely to be needed, and, if not, to order the type broken up.

The Board went on record again that no material which in any way can be construed as advertising matter or matter designed for propaganda purposes shall be printed in the Quarterly.

Considerable discussion took place respecting ways and means of giving greater publicity to the work and achievements of the Association. Finally, on motion, it was voted to request the State Chairmen to see that announcements of the annual meeting of the Association be inserted in the January, February, or March issues of each educational journal of their states and likewise that an account of the Proceedings of the Annual Meeting be prepared and distributed by the State Chairmen for publication in the May or June issues of all state educational journals.

On motion it was further voted that the Secretary of the Association and the Secretaries of the three Commissions constitute a Publicity Committee to secure and circulate North Central Association material to educational magazines that circulate commonly outside the

limits of particular states.

Considerable discussion took place respecting the sending out of complimentary copies of the Quarterly. Finally, on motion, the Editor was requested to bring before the Board, at its March meeting, recommendations concerning

1. The desirability of sending, regularly, complimentary copies of the Quarterly to a goodly number of educators in foreign countries;

2. A complementary mailing list of educators in the United States.

On motion, the question of re-printing the official roster and the constitution in the March issue was left to the Editor.

On motion, it was voted to send regularly a copy of the Quarterly to the Dean of the Graduate School in all membership institutions having a Graduate School.

Some discussion respecting the managerial procedures of the Editor took place, the Editorial Board, by vote, formally endorsing his policies and practices.

The meeting adjourned at 10 o'clock.

C. O. Davis, Managing Editor.

# Report of Fraternal Delegate to the Southern Association of Secondary Schools and Colleges

Held at Lexington, Kentucky, Dec. 2-6, 1929

To the North Central Association of Colleges and Secondary Schools:

Your fraternal delegate arrived in Lexington Tuesday morning, December 3, at ten o'clock, and read a short paper before the Commission on the topic, College and High School Accrediting Agencies. The content of the paper gave rise to some discussion and met with general approval.

Your delegate was made to feel welcome by both the Secondary and Higher Commissions, and was admitted to all meetings of committees, commissions, and of the General Association. He was invited to take part in all discussions and was made to feel very much at home.

Most of the time of your delegate was spent with the Committee on the Admission of Teachers Colleges, with various sub-committees of the Commission on Higher Education, and in attendance upon the programs of the Secondary Commission and the General Association.

The Higher Commission was discussing the revision of standards for higher institutions and finally recommended some minor changes. These were not fundamental changes but were urged in behalf of clearness and ease of operation

This commission had no general program but discussed its procedure rather rigidly and spent considerable time in trying to decide whether the "non-member" list of approved higher institutions should be abolished. This matter was made a point for discussion at the next annual meeting but a motion of the Commission expressed the point of view that no new members should be added and

that the list should be discontinued in 1931.

The Secondary Commission was reporting data gathered in respect to the size of classes and the ratio of class size to failure in the high schools in Southern territory, as well as the question of Freshman failures in the colleges of this territory. A comparison of the number of freshman failures in Teachers Colleges, Private Colleges and State Universities was reported showing these failures to be fewest in Teachers Colleges and highest in State Universities. Regret was expressed that there are so many freshman failures in the state universities.

Two general meetings were held by the Association. At one meeting Dr. Judd read a paper on Training Teachers for Colleges and Universities. This paper was characteristic of Dr. Judd's careful thought and forward look, and stimulated many good questions and much interesting discussion.

The second general program was given in connection with a banquet sponsored by the higher institutions of Kentucky and to which all of the members of both commissions were invited. Following the banquet President Marquis of the Teachers College at Denton, Texas, who was also president of the Southern Association, gave an address in which he set forth some views on public education. Mr. W. L. Spencer. who was fraternal delegate from the Southern Association to the North Central Association last year, gave his report of that visit in which he compared the work and attitudes of the two associations. Your fraternal delegate had been placed on this program also and extended the greetings and congratulations of the North Central Association to the Southern Association, invited the latter to send a fraternal delegate to the former next March, and expressed the gratitude of the North Central Association for Mr. Spencer's presence in Chicago last March. He also spoke briefly on his views with respect to college standards.

Dr. John W. Withers delivered an address on the subject *The Place of the Teachers College in Higher Education*. His address was well prepared and raised several very practical and immed-

iate problems for solution,

Your fraternal delegate wishes to express his thanks for this opportunity to

visit the Southern Association. He furthermore wishes to assure you of the good work being done by the Southern Association and he requests that you instruct the secretary of the North Central Association to send a letter to the secretary of the Southern Association in which the former will express the thanks of this association for the very cordial reception accorded your fraternal delegate.

Respectfully submitted,

W. P. Morgan.

Macomb, Illinois December 23, 1929.

# PRELIMINARY PROGRAM THIRTY-FIFTH ANNUAL MEETING

OF

## The North Central Association of Colleges and Secondary Schools

TUESDAY, WEDNESDAY, THURSDAY, FRIDAY MARCH 18, 19, 20, 21, 1930 CHICAGO, ILLINOIS

HEADQUARTERS AND MEETINGS. STEVENS HOTEL

#### PROGRAMS OF THE COMMISSIONS

TUESDAY, MARCH 18

#### 9:00 A. M. Commission on Institutions of Higher Education

PRIVATE DINING ROOM No. 2

- 1. Executive Session Board of Re-
  - Consideration of applications for accrediting.
  - President Gage, Dean Boucher, President Zook, Dean Effinger, Principal Buck, President Morgan, Reverend Dr. Cunningham.
  - Open only to those whose applications for accrediting are being conconsidered.

#### 9:00 A. M. Commission on Secondary Schools

SOUTH BALL ROOM

- 1. Registration.
- Announcement of Committee As- Continuation of the work of Reviewing signments.

- 3. Announcements by the Secretary.
- 4. Interpretative Report of the Committee on Standards.
- 5. Ouestions relating to Interpretation of Standards.
- 6. Examination of High School Reports by the Reviewing Committees.

#### TUESDAY, MARCH 18

#### 2:00 P. M. Commission on Institutions of Higher Education

PRIVATE DINING ROOM No. 2

- Executive Session-Board of Re-
- 2. Meetings of Special Committees of the Commission.
- 8:00 P. M. Executive Session-Board of Review.

#### 2:00 P. M. Commission on Secondary Schools

SOUTH BALL ROOM

Committees.

#### WEDNESDAY, MARCH 19

#### 9:00 A. M. Commission on Institutions of Higher Education

NORTH BALL ROOM

Meeting-Members of the Commission.

- 1. Roll Call.
- 2. Outline of Program and Procedure.
  The Chairman.
- 3. Report of the Secretary of the Commission.
- 4. Reports of Special Committees of the Commission.
  - (a) Committee on Financial Standards for Catholic Institutions, President Henry M. Wriston, Lawrence College, Chairman.
  - (b) Committee on Library Standards. Professor Douglas Waples, University of Chicago, Chairman.
  - (c) Committee on Professional Training. Dean M. E. Haggerty, University of Minnesota, Chairman.
  - (d) Committee on Revision of Standards.

#### 8:30 A. M. Commission on Secondary Schools

#### SOUTH BALL ROOM

- Completion of the work of Reviewing Committees.
- 2. Reports of Committees.
- 3. Report of the Secretary of the Commission.
- 4. Election of Officers.
- 5. Miscellaneous Business.

#### 9:00 A. M. Commission on Unit Courses and Curricula

PRIVATE DINING ROOM No. 2

1. Reading of the Minutes. Thomas M. Deam, Secretary.

- 2. A Review of the Work of the Committees of the Commission. Will French, Chairman.
- 3. Report of the Committee on Professional Training of Secondary School Teachers. Chairman of the Committee.
- 4. Report of the Committee on College Entrance Requirements in English. Assistant Superintendent E. L. Miller, Detroit Public Schools.
- 5. Report of the Committee on Standards for Use in the Reorganization of Secondary School Curricula. Professor L. W. Webb, Northwestern University.
- 6. Report of the Sub-Committee of the Committee on Standards for Working out a Plan for Applying North Central Standards to Class Room Situations. Professor M. H. Willing, University of Wisconsin.
- 7. Appointment of Nominating Committee.

#### WEDNESDAY, MARCH 19

#### 2:00 P. M. Joint Meeting of Three Commissions for Exchange Reports

NORTH BALL ROOM

#### 3:15 P. M. Commission on Institutions of Higher Education

NORTH BALL ROOM

- 1. Roll Call.
- 2. Report of the Board of Review. George F. Zook, Secretary.
- 3. Recommendation to the Executive Committee of the Association of institutions to be accredited.

#### 3:15 P. M. Commission on Secondary Schools

SOUTH BALL ROOM

1. Report of the Special Follow-Up Committee on Library. Assistant. Superintendent E. L. Miller, Detroit Public Schools.

- 2. Discussion.
- 3. Discussion of the Report of the Committee on Special Studies.
- 6:30 P. M. Commission on Secondary Schools Dinner, followed by theater parties.

# 3:15 P. M. Commission on Unit

PRIVATE DINING ROOM No. 2

- Quantitative Organization of Secondary School Physics. Professor
   A. W. Hurd, Teachers College, Columbia University.
- Quantitative Organization of Secondary School Biology. Professor Elliott R. Downing, University of Chicago.
- 3. Quantitative Organization of Secondary School Chemistry. Professor W. H. Lancelot, State Teachers College, Ames, Iowa.
- 4. Report of Nominating Committee.

#### THURSDAY, MARCH 20

#### 9:00 A. M. Commission on Institutions of Higher Education

NORTH BALL ROOM

- 1. Roll Call.
- 2. Reports of Special Committees of the Commission, continued.
  - (e) Committee on Stephens College Experiment. Dr. Charles H. Judd, University of Chicago, Chairman.
  - (f) Committee on Kansas City
    Junior College Experiment.
    Dr. Charles H. Judd, Chairman.
  - (g) Committee on Joliet Junior College Experiment. Professor H. C. Morrison, University of Chicago, Chairman.

- (h) Committee on Athletics. President H. M. Gage, Chairman.
- Address. Dr. Howard J. Savage, Carnegie Corporation of New York.
- 4. Election of Officers.

#### 9:00 A. M. Commission on Secondary Schools

#### SOUTH BALL ROOM

- 1. Experimental Work in Secondary
  Education at Joliet, Illinois. Superintendent W. W. Haggard,
  Joliet High School and Junior
  College.
- Report of Special Committee on Athletics. Principal E. E. Morley, Cleveland Heights, Ohio.
- 3. Final Report of Committee on Standards.
- 4. Unfinished Business.
- 5. Adjournment.

# 9:00 A. M. Commission on Unit

PRIVATE DINING ROOM No. 2

- 1. How Can the Unit Courses and Curriculum Commission Develop Its Plan of Curriculum Construction to Serve Best the School Systems in the North Central Association? Professor D. H. Eikenberry, Ohio State University.
- 2. Unit Organization of the Social Science Subjects. Professor E. T. Smith, Central State Teachers College, Stevens Point, Wisconsin.
- 3. Reorganization of Secondary School Curricula. Principal G. W. Willet, Lyons Township High School, La Grange, Illinois.
- 4. Curriculum Construction. Professor
  J. A. Clement, University of Illinois.

# PROGRAM OF THE GENERAL ASSOCIATION

Presiding Officer—President W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois

#### THURSDAY, MARCH 20

#### 2:00 P. M. Program in Charge of the Commission on Secondary Schools

GRAND BALL ROOM

1. Report of Business Transacted by the Commission. C. C. Brown, Secretary, Commission on Secondary Schools.

 Report of Special Study for 1928-1930. Dean C. R. Maxwell, Uni-

versity of Wyoming.

3. Discussion.

3:30 P. M.—Business Meeting

- 1. Appointment of Committees. President Morgan.
- 2. Report of the Executive Committee. Secretary Edmonson.
- 3. Report of the Treasurer. Mr. Mc-Comb.
- Report on National Survey of Secondary Education. Dr. L. V.
  Koos, Associate Director of the
  Survey.
- 5. Report of Committee on Nation
  Wide Study of Teacher Training.
  President D. B. Waldo, Western
  State Teachers College, Kalamazoo, Michigan.

#### 6:00 P. M.—BANQUET

#### NORTH BALL ROOM

(Tickets may be secured at the Secretary's Desk in Private Dining Room No. 3, Stevens Hotel)

- 1. Greetings from Fraternal Delegates from other Regional Standardizing Agencies.
- Address. Dr. W. P. Morgan, President of the North Central Association of Colleges and Secondary Schools.
- 3. Address. President Frank L. Mc-Vey, University of Kentucky,

8:30 P. M.—Meeting of Executive Committee.

#### FRIDAY, MARCH 21

#### 9:00 A. M. Program in Charge of the Commission on Unit Courses and Curricula

#### GRAND BALL ROOM

- 1. College Entrance Requirements in English. Assistant Superintendent E. L. Miller, Detroit Public Schools.
- 2. Report of Committee on Standards for Use in the Reorganization of Secondary School Curricula. Professor L. W. Webb, Northwestern University.

3. Essentials in Physics. Professor A. W. Hurd, Teachers College, Co-

lumbia University.

4. Teaching Units in a Year's Work in Biology. Professor Elliott R. Downing, University of Chicago.

- 10:30 A. M.—Reports of Committees of the Association.
- 1. Committee on Time and Place.
- 2. Committee on Nominations.
- 3. Address. President W. E. Wickenden, Case School of Applied Science, Cleveland.

#### 2:00 P. M. Program in Charge of the Commission on Institutions of Higher Education

#### GRAND BALL ROOM

- 1. Report of the Commission on Institutions of Higher Education, President George F. Zook, Secretary.
- Report of Delegate to National Council on Education. Dr. Charles H. Judd, University of Chicago.
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# Baccalaureate Degrees\*

#### By ESTHER NAOMI MOSHER

#### INTRODUCTION

A degree is a title given by a university or college to those who have completed a more or less definitely prescribed course of study. While educational institutions corresponding to our universities existed in ancient times, and while these undoubtedly gave to those who had completed a course of study some marks of distinction, the present academic degrees do not go back further than the Middle Ages. The degree as a university distinction originated at Bologna and Paris during the twelfth century, and, as the titles "master" and "doctor" imply, signified at first nothing more than a license to teach.

Of the different university degrees, that of master came first in point of time, being conferred in the twelfth century by the various faculties of the universities in both France and Italy. The title "doctor," as an honorary distinction, is not infrequent at this time, usually coupled with some qualifying word: e. g., Thomas Aquinas, Doctor Angelicus. For some time, however, the titles of master, doctor and professor were used indiscriminately. In the fifteenth century the doctor's degree had quite generally replaced the master's in the faculties of law, medicine, and theology, while the master's degree still held its own in the faculty of arts. A candidate for a degree was required to prepare and read a Latin thesis, which he had to defend against a doctor of the faculty, three opponents specially appointed, and, as the phrase ran, "against all comers." Disputations, which formed one of the most brilliant and picturesque features of

The degree of bachelor was first brought into use in the thirteenth century, at the University of Paris and elsewhere, to designate students who had passed certain preliminary tests for the degree of doctor or master. medieval courses varied from four years in arts to fourteen in theology, the importance of the preliminary title varied much among the different faculties.

The later history of degrees varies somewhat in different countries. in Germany the doctorate is practically the only degree conferred by universities and has been extended to other faculties than philosophy, which is the most common. In France the baccalaureate in letters and science is not a degree conferred by the university in the technical sense, but is obtained on completing a course corresponding largely to that of secondary schools elsewhere. In Scotland the first university degree is the M. A., the ancient tradition thus being retained. In England the bachelor's degree is usually the first to be conferred, after a course of three years. courses for the ordinary or pass degree and the honors degree, which is subdivided into three or four classes or levels of merit, are different, and each may be taken in several different subjects. The master's degree in arts is generally conferred without further examination upon the passage of a certain term of years and the payment of certain fees. The var-

medieval university life, continued down to a comparatively late period. In England they were not wholly done away with until 1860. In Germany and America, though the doctoral dissertation is not read in public, the examination to which each candidate must submit consists in a large measure of a defense of his thesis against the members of his faculty or department.

<sup>\*</sup> This paper is a digest of a thesis prepared from material in the office of the Secretary of the Commission on Higher Education. Several studies of this character have been and are being made from time to time.

ious doctor's degrees are generally either honorary, or are only given upon the production of mature scholarly works of real value.

In America, the older British system has been overlaid by the German plan, so that both master of arts and doctor The college of philosophy are given. course of four years, prescribed to a greater or less extent according to the university or college at which it is given, leads up to a bachelor's degree, usually in arts, science, or philosophy, according to the amount of attention devoted to the classics and the natural sciences. The various technical and professional schools which may or may not require a college degree or a certain amount of college work for admission, give a bachelor's degree, except in the case of medicine and dental medicine, where the first degree is usually that of doctor. The master's degree is given upon the completion with credit of a year or two of post-graduate work, with or without the writing of a thesis. The doctorate in philosophy and science, and occasionally in theology and law, is given much after the German fashion, upon from two to five years of post-graduate work, the writing of a thesis and the satisfactory passing of written and oral examinations.

There is considerable divergence even among the older universities and those of the highest standards in the significance of the several degrees. That of A. B., for instance no longer stands, as it once did, for a definite amount of Latin and Greek and mathematics. The steady growth of the elective system and the tendency to substitute modern languages for the classics have forced upon the universities the alternative of either changing the requirements for the degree or else conferring a different degree in place of it. The tendency is more and more to extend the elective system, to recognize the value of new subjects, and, if any subject is to be prescribed, to select English.

The purpose of this study is to make a comparison of the various baccalaureate degrees offered by colleges and universities which are members of the North Central Association of Colleges and Secondary Schools. Mere mention will be made of the various baccalaureate degrees pertaining to Engineering, due to the fact that a thorough investigation of Engineering degrees is now being made by the Society for the Promotion of Engineering Education. Also, this study will not include the degrees granted in law, medicine, dentistry, or

theology.

The material for this study was obtained in the office of the secretary of the North Central Association's Commission on Institutions of Higher Learning, and from the catalogues of each of the colleges, universities and teachers' colleges belonging to the Association. There are one hundred and sixty-three colleges and universities and fifty-two colleges primarily for the training of teachers or teachers' colleges belonging to the Association. Of the fifty-two teachers' colleges belonging to the Association, two offer only three year courses and not any degrees; therefore only fifty teachers' colleges The grand total of colleges, universities, and teachers' colleges studied was two hundred and thirteen.

# II. THE DEGREE, BACHELOR OF ARTS

A. The A. B. Degree.

Of the one hundred and sixty-three colleges and universities studied, one hundred and forty-nine grant the Bachelor of Arts degree. Nineteen of these colleges and universities grant the Bachelor of Arts degree only.

Of the fifty teachers' colleges studied, twenty-one grant the Bachelor of Arts degree. Five of these teachers' colleges grant the Bachelor of Arts degree only.

Two hundred and one fields of specialization were found for the A. B. degree among colleges and universities. Only those fields of specialization will be given here, which were found in at least ten of the colleges and universities studied. These fields of specialization follow, arranged according to the relationship be-

tween subjects. The number after the field of specialization shows how many of the colleges and universities studied offer that particular field of specialization.

LIOI	1.
1.	English13
2.	English Literature1
3.	Public Speaking2
4.	Speech2
5.	Journalism 1
6.	Classics1
7.	Greek9
8.	Latin 13
9.	Modern Languages1
10.	Romance Languages1
11.	German 10
12.	Spanish11
13.	French 13
14.	History 12
15.	History and Political Science 1
16.	Political Science 5
17.	Social Science 2
18.	Sociology 8
19.	Economics 9
20.	Economics and Sociology1
21.	Economics and Business Administration1
22.	Business Administration 1
23.	Philosophy 8
24.	Philosophy and Psychology 2
25.	Psychology
26.	Bible 1
27.	Religious Education1
28.	Biblical Literature1
29.	Education 8
30.	Chemistry 10
31.	Physics 8
32.	Biology 7
33.	Botany 3
34.	Zoology
35.	Geology 3
36.	Geography
37.	Astronomy1
38.	Mathematics 11
39.	Physiology1
40.	Home Economics4
41.	Music 6
<b>4</b> 2.	Art 1

The writer found fifty-three fields of specialization for the A. B. degree among the teachers' colleges. These fields of specialization are arranged in the same manner as those of the colleges

and universities. Again only those that are granted by at least ten teachers' colleges will be given here. They are as follows—

1.	English
2.	Latin
3.	French
4.	Spanish
5.	History
6.	Economics
7.	Chemistry
8.	Mathematics
9.	Biology

The requirements for the A. B. degree among colleges and universities vary a great deal and also show a lack of uniformity. The number of hours of work required for the A. B. degree ranges from one hundred and twenty hours to one hundred and fifty hours, the average being one hundred and twenty-four hours. Antioch College requires one hundred and fifty hours but six years is necessary to complete the course for the degree. At Saint Maryof-the-Woods College there are two kinds of A. B. degrees granted, one Classical and the other Literary. Candidates for the Classical degree must present at least six college credits in Latin while candidates for the Literary degree are not required to do this; nor is Latin required for admission, though it is desirable that students should present at least two years of high school Latin at entrance. Classical students must present four high school units in Latin for entrance.

Sixty-five of the colleges and universities use the group system in their requirements for the A. B. degree, many permitting the students to select their own choice of subjects from these various groups, the most common of which are the English and Foreign Language group, the Science and Mathematics group, and the Social Science group.

The number of hours of work required for the A. B. degree among teachers' colleges ranges from one hundred and twenty hours to one hundred and twenty-eight hours, the average being one hundred and twenty-four hours.

Six of the teachers' colleges granting an A. B. degree use the group system.

It is interesting to note that some of the teachers' colleges grant the A. B. degree both with a professional major in Education and Psychology or without the professional major. In the latter case a major in another field must be offered in lieu of the professional major and the candidate for the degree will not be granted the certificate privilege. This is especially true of the teachers'

colleges in Oklahoma.

In summing up the requirements for an A. B. degree, both among colleges and universities and teachers' colleges, we find that a well balanced curriculum would include at least English, a Foreign Language, a Science or Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major and a minor field of specialization, and in some cases, especially in denominational colleges, a course in Religious Education. The remaining subjects or courses would be elective.

#### B. Forms of the A. B. Degree.

The following forms of the A. B. degree were found among the colleges and universities. The number of colleges and universities granting these forms of the A. B. degree is also indicated.

	0
1.	Bachelor of Arts in Journalism
	Bachelor of Arts in Business Administration Ad-
3.	Bachelor of Arts in Business Administration and Banking
4.	
5.	Bachelor of Arts in Commerce
6.	
7.	Bachelor of Arts in History
8.	
9.	
10.	Bachelor of Arts, Course in Com-
11.	Bachelor of Arts, Course in Human- ities

No forms of the A. B. degree were found among teachers' colleges except the A. B. in Education and this degree will be studied in the section on educational degrees.

The requirements for these special degrees are practically the same as for the plain A. B. degree except that a greater opportunity is given for study in each particular field of specialization and in related subjects or fields.

# III. THE BACHELOR OF SCIENCE DEGREE

#### A. THE B. S. DEGREE.

Of the one hundred and sixty-three colleges and universities studied, one hundred and fourteen grant the plain Bachelor of Science degree or some form of the Bachelor of Science degree. This does not include the B. S. in Education or the B. S. in Music which degrees will be studied under the respective headings,—educational degrees and degrees in Music.

Of these one hundred and fourteen colleges and universities that grant the plain B. S. degree or some form of the B. S., ninety-one grant the plain B. S. degree and fifty-nine grant the B. S. degree in the various fields of specialization or in the course pursued, and thirty-six grant both the plain B. S. degree and some form of the B. S. degree.

Nine of these colleges and universities grant only the plain B. S. or some form of the B. S. degree, four of them grant only the plain B. S. degree, and three grant only the B. S. in the various fields

of specialization.

Of the fifty teachers' colleges studied, fifteen grant the plain B. S. degree or some form of the B. S. degree. Of these thirteen grant the plain B. S. degree and two the B. S. in some field of specialization. None of the teachers' colleges grants the B. S. degree only or some form of the B. S. degree only.

One hundred and ninety-one fields of specialization for the plain B. S. degree were found among colleges and universities. Only those fields of specialization will be given here, which were found in at least ten of the colleges and universities studied. These fields of specialization follow, arranged according to subjects, with the number of colleges and universities offering each field of

specialization directly following the field of specialization.

1.	Chemistry
2.	Mathematics
3.	Physics
4.	Biology
5.	Botany
6.	Zoology
7.	Geology
8.	Home Economics
9.	Nursing
10.	Education

The writer found thirty-seven fields of specialization for the plain B. S. degree among teachers' colleges. Again only those that are granted by at least ten teachers' colleges will be given here. They are as follows—

	Chemistry
2.	Physics
3.	Home Economics
4.	Agriculture
7	The requirements for the plain R

The requirements for the plain B. degree among colleges and universities are practically the same as the requirements for the A. B. degree. In fact twenty-seven of the colleges and universities state that the requirements for the B. S. degree are the same as for the A. B. degree except that one-half of the college work should be in Mathematics and Science. The distinction between the A. B. and B. S. degrees is explained in the catalogue of Knox College. This catalogue states that the distinction is based upon the relative emphasis laid upon the study of classical language and literature for the A. B. degree and of natural science for the B. S. degree. The number of hours of college work required for the B. S. degree ranges from one hundred and twenty hours to one hundred and sixty hours. The one hundred and sixty hours is required by Colorado Agricultural College. average number of hours required is one hundred and twenty-five.

The number of hours required for the plain B. S. degree among teachers' colleges ranges from one hundred and twenty hours to one hundred and twenty-eight hours, the average being one hundred and twenty-four hours. Three of the teachers' colleges state that the requirements for the B. S. degree are the same as those for the A. B. degree and two other teachers' colleges state that the requirements for both degrees are the same except no Foreign Language is required for the B. S. and that there must be six hours of Physical Science and six hours of Mathematics taken. Several of the teachers' colleges in the State of Oklahoma grant the B. S. degree without the professional major and the candidate will not be granted the certificate privilege.

The requirements for the plain B. S. degree, both among colleges and universities and teachers' colleges, are practically the same as the requirements for the A. B. degree. Thus a well balanced course would include English, a Foreign Language, Science and Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major and a minor field of specialization, and in some cases a course in Religious Education.

B. FORMS OF THE B. S. DEGREE.

Eighty-two forms of the B. S. degree were found among colleges and universities. Only those will be mentioned here which were found in at least five of the colleges and universities studied.

The	ey a	are	a	s follows—	
1.				Home Economics	31
2.				Commerce	13
3.	В.	S.	in	Business Administration	12
4.	В.	S.	in	Agriculture	15
5.	В.	S.	in	Engineering	5
6.	В.	S.	in	Civil Engineering	14
7.	В.	S.	in	Electrical Engineering	14
8.	В.	S.	in	Mechanical Engineering	13
9.	В.	S.	in	Chemical Engineering	12
10.	B.	S.	in	Architectural Engineering	6
11.	В.	S.	in	Architecture	5
12.	В.	S.	in	Journalism	5
13.	В.	S.	in	Nursing	5
14.	В.	S.	in	Chemistry	5
15.				Physical Education	8
Two forms of the P S degree were					

Two forms of the B. S. degree were found among teachers' colleges. They

The requirements for these various forms of the B. S. degree follow on the whole the requirements for the plain B. S. degree, except that more hours of work are required in the field of specialization and a greater amount of re-

lating sciences is also required. This makes the student better equipped to enter into the work of his chosen field after graduation and tends more to professionalism.

#### IV. EDUCATIONAL DEGREES

Of the one hundred and sixty-three colleges and universities studied thirty-seven grant an educational degree. Thirty colleges and universities grant one educational degree, five grant two educational degrees and three grant three educational degrees.

Of the fifty teachers' colleges studied thirty-five grant an educational degree. Twenty-seven teachers' colleges grant one educational degree, five grant two educational degrees, and three grant

three educational degrees.

None of the colleges and universities grant an educational degree only, while twenty-six of the teachers' colleges grant an educational degree only. Of these, twenty grant but one educational degree, four grant two educational degrees, and two grant three educational degrees.

The following educational degrees were found among the colleges and universities. The number after each degree indicates the number of colleges and universities granting these degrees.

and	diliversities granting these degrees.
	Bachelor of Education 3
	Bachelor of Science in Education 30
	Bachelor of Arts in Education &
4.	Bachelor of Philosophy in Educa-
	tion1
5.	Bachelor of Fine Arts in Education 1
6.	Bachelor of Science, Industrial Edu-
	cation1
7.	Bachelor of Science, Industrial Edu-
	cation Course 1
8.	Bachelor of Science in School Su-
	pervision1
T	he following educational degrees
	e found among the teachers' colleges.
1.	Bachelor of Education10
2.	Bachelor of Science in Education 21
3.	Bachelor of Arts in Education10
4.	Bachelor of Fine Arts in Education
5.	Bachelor of Science in Commercial
	Education
6.	Bachelor of Science in Agricultural
	Education

7. Bachelor of Science in Industrial

Education

Education \_\_

The requirements for an educational degree among colleges and universities are on the same plan as are the requirements for an A. B. or B. S. degree. The average number of hours required for an educational degree ranges from one hundred and twenty to one hundred and forty, the average being one hundred and twenty-two.

The number of hours of work required for an educational degree among the teachers' colleges ranges from one hundred and twenty hours to one hundred and twenty-eight hours, the average being one hundred and twenty-four hours. This includes all of the teachers' colleges that grant an educational degree except one, the Cleveland School of Education, whose requirements were not obtained.

A well balanced course for an educational degree, both among colleges and universities and teachers' colleges, would include English, a Foreign Language, Science or Mathematics, History or Social Science, Psychology or Philosophy, Education, Physical Education, and a major and a minor field of specialization.

Several colleges and universities permit the students to obtain both an A. B. or B. S. degree and an educational degree under certain restrictions. Lindenwood College states that two Bachelor degrees will not be granted to a student until she has completed a minimum of twenty-four hours work in addition to the requirements for one of the degrees. At Ohio State University both the A. B. degree and the B. S. in Education degree may be conferred at the same time if the candidate has received credit for two hundred and twenty quarter hours or one hundred forty-six and twothirds semester hours and has met all the requirements of the lege of Liberal Arts for the A. B. degree as well as all the requirements in the College of Education for the B. S. in Education degree. One hundred and sixty quarter hours must be in Liberal Arts. Of the remaining sixty quarter hours not lesss than fifty quarter hours must be taken in professional courses in the College of Education. This program

takes five years for completion. At Ohio University an additional year's work, that is, thirty semester hours will be required for the securing of a second Bachelor's degree. To illustrate: if a student has earned the degree of Bachelor of Arts by securing one hundred and twenty-four hours, he must secure an additional thirty hours and be in residence at least an additional semester, to receive the degree of Bachelor of Science in Education. The additional thirty hours shall be done in the line of his second degree upon the approval of a committee composed of the President. the Dean, and the professors under whom he is to do his work.

#### V. DEGREES IN MUSIC

Of the one hundred and sixty-three colleges and universities eighty-four grant a degree in Music. Of these sixty-seven grant only one degree in Music, sixteen grant two degrees in Music, and one grants three degrees in Music.

Of the fifty teachers' colleges studied three grant a degree in Music. Of these, two grant only one degree and one

grants two degrees in Music.

1 Bachelor of Music

The writer found the following degrees granted in Music among the colleges and universities. The number granting these degrees follows each degree.

L.	Dachelor of Music oc	,
2.	Bachelor of School Music 5	5
4.	Bachelor of Music Education 4	
5.	Bachelor of Science in Music Edu-	
	cation2	2
6.	Bachelor of Public School Music 2	2
7.	Bachelor of Arts in Music 2	į
S.	Bachelor of Fine Arts in Music 2	3
	Bachelor of Music in Education 1	
T	ne following degrees in Music were	
	d among the teachers' colleges-	
1.	Bachelor of Science in Music 2	,
2.	Bachelor of Music 1	
3.	Bachelor of Science in Music Edu-	
	cation	

The average number of hours of academic work required for a degree in Music among the colleges and universities is between forty-four and forty-five. An average of thirty-seven hours of academic work is required for a degree in

Music among the teachers' colleges. Subjects included in the academic work required are English; Foreign Languages; Science and Mathematics; History and Social Science; Psychology, Philosophy, and Education; Physical Education; and Religious Education.

Of the colleges and Universities that grant a degree in Music, Knox College does not require any academic work for the Bachelor of Music degree. However, if a student wishes to obtain the Bachelor of Arts or the Bachelor of Science and the Bachelor of Music degree, one hundred hours of academic work and one hundred hours of Music are required. It generally takes six years to complete this combined college and conservatory course. Oberlin College also does not require any academic work for the Bachelor of Music degree unless a student majors in voice. Then eight hours of languages and four hours of dramatic expression are required. The Municipal University of Wichita requires only twelve hours of English for the Bachelor of Music degree. The remaining colleges that grant degrees in Music require anywhere from twenty to eighty-two hours of academic work, the average being between forty-four and forty-five hours. Oklahoma College for Women requires eighty-one hours of academic work for the Bachelor of Science in Music degree and Penn College requires from eighty to eighty-two hours for the Bachelor of Arts in Music degree.

Four of the colleges and universities offer combined courses leading to both the Bachelor of Arts or the Bachelor of Science and the Bachelor of Music degrees. All of these colleges require six years to complete the combined course, the required amount of academic work then being ninety and one hundred

hours.

The following degrees granted in Music: the Bachelor of School Music, Bachelor of Science in Music, Bachelor of Music Education, Bachelor of Science in Music Education, Bachelor of Public School Music, and Bachelor of Music in Education,—are designed for students

who wish to fit themselves for the teaching and supervision of Music in the public and private schools of the United States from the Kindergarten through the High School, This is the great distinction between these degrees and the Bachelor of Music, Bachelor of Arts in Music, and Bachelor of Fine Arts in Music, though a major in Public School Music may be generally found or taken in these degrees.

The question that now arises is: Are these degrees in Music substantial degrees? The total number of hours required for a degree in Music is practically the same as the number required for an A. B. or B. S. degree, and the average number of hours of academic work required is between forty-four and forty-five. At Huron College it take five vears to earn the Bachelor of Music degree. This college states that intellectually and culturally the Bachelor of Music degree will be fairly equivalent to other bachelors' degrees offered by standard colleges and that it will require a large amount of work in college courses leading to the A. B. and B. S. degrees. On the other hand, Earlham College states that no special Music degrees are offered there because the A. B. degree is more valuable than any that might be substituted, and furthermore, all the requirements for the A. B. degree are essential in the training of music students.

#### VI. MISCELLANEOUS DEGREES

The writer found the following miscellaneous degrees among the colleges and universities. The number after each degree indicates the number of colleges and universities granting these various degrees.

aeg	rees.	
1.	Bachelor of Philosophy	20
2.	Bachelor of Philosophy in Journal-	
	ism	1
3.	Bachelor of Philosophy in Business	
	Administration	1
4.	Bachelor of Philosophy in Speech	1
5.	Bachelor of Philosophy in Commerce	1
6.	Bachelor of Fine Arts	7
7.	Bachelor of Fine Arts in Art	2
8.	Bachelor of Fine Arts in Expression	1
9.	Bachelor of Fine Arts in Drawing	_
	and Painting	- 1
10.	Bachelor of Business Administration	4

4.4	TO 1.1	- 6	Commercial Science
11.			
12.	Bachelor	of	Secretarial Science
13.			Letters
14.	Bachelor	of	Literature
15.	Bachelor	of	Journalism
16.	Bachelor	of	Oratory
17.	Bachelor	of	Expression
18.	Bachelor	of	Painting Design
19.	Bachelor	of	Design
20.	Bachelor	of	Landscape Architecture
21.	Bachelor	of	Ceramic Art
22.	Bachelor	of	Architecture
23.	Bachelor	of	Architectural Engineer-
	ing		
24.	Bachelor	of	Ceramic Engineering
25.	Bachelor	of	Civil Engineering
26.	Bachelor	of	Electrical Engineering _
27.	Bachelor	of	Industrial Engineering _
28.	Bachelor	of	Mechanical Enginering.
29.	Bachelor	of	Metallurgical Engineer-
	ino		
30.	Bachelor	of	Engineering in Mining _
31.	Bachelor	of	Engineering Physics

The Bachelor of Philosophy degree was found to be the most common of the miscellaneous degrees granted by colleges and universities. The number of hours required for this degree ranges from one hundred and twenty to one hundred and thirty-six, the average being one hundred and twenty-six hours.

Philosophy is the main subject which the degree of Bachelor of Philosophy is based. The requirements for this degree are practically the same as those for the A. B. degree with the exception of Philosophy and Foreign Language. More Philosophy is required for the Bachelor of Philosophy degree than for the Bachelor of Arts degree and the Foreign Language requirement is either optional or reduced and tends toward Modern Language rather than Ancient Language. Carroll College states that the Bachelor of Phiosophy is offered either without Foreign Language or with a reduced amount for those not prepared to meet the full requirements in Foreign Language for the A. B. and B. S. degrees. The University of Chicago states that the requirements for Bachelor of Philosophy degree are the same as those for the A. B. degree except Latin and Greek are not required. Lawrence College permits the student to take additional English in place of Foreign Language if he so desires. Westminister College also states that the requirements

for the Bachelor of Philosophy are the same as for the Bachelor of Arts except

that no Latin is required.

The Bachelor of Fine Arts degree is offered for those who wish to specialize in Art, Music, Dramatics, Expression, or Drawing and Painting. A certain amount of academic work is required in addition to those subjects directly related to the field of specialization. These academic subjects are English; Speech; Foreign Language; Science; History; Social Science; Philosophy; Psychology; Education: Physical Education: Religion; Bible; and Mythology.

To obtain the degree Bachelor of Business Administration the candidate is required to spend the first two years in the College of Arts and Sciences and the last two years in the School of Business Administration, thus almost equally dividing the work between academic subjects and professional subjects.

About one-half of the work required for the Bachelor of Commercial Science degree is also in academic subjects. This degree is also closely related to the Bachelor of Business Administration as both offer majors in Accounting: Business Administration; Finance; Merchandising; and Secretarial Work.

The Bachelor of Letters degree is offered for those who wish to specialize in Speech or Expression. At Northwestern University sixty hours are required in the College of Liberal Arts and sixty hours are required in the School of Speech for this degree. At Rosary College sixty-eight hours are required in the College of Liberal Arts and sixty hours are required in the School of Expression.

The course of study for the Bachelor of Literature degree is designed for those students who desire to devote attention to the Foreign Languages in addition to a more specialized study of

English.

The remaining bachelor degrees all require some academic work which varies according to the degree and the remainder of the work required is based upon the field of specialization indicated by the title of the degree and upon related subjects.

No miscellaneous degrees were granted by teachers' colleges.

#### VII. SUMMARY AND CONCLU-SION

#### BACHELOR OF ARTS DEGREE.

One hundred and forty-nine colleges and universities grant the A. B. degree.

Nineteen colleges and universities

grant the A. B. degree only.

Twenty-one teachers' colleges grant the A. B. degree and five teachers' colleges grant the A. B. degree only.

Two hundred and one fields of specialization for the A. B. degree were found among the colleges and univers-

Fifty-three fields of specialization for the A. B. degree were found among the

teachers' colleges.

The average number of hours required for the A. B. degree among colleges and universities is one hundred and twentyfour. The average number of hours required for the A. B. degree among teachers' colleges is also one hundred

and twenty-four.

In summing up the requirements for the A. B. degree, both among colleges and universities and teachers' colleges, we find that a well balanced course would include at least English, a Foreign Language, a Science or Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major and a minor field of specialization, and in some cases, especially in denominational colleges, a course in Religious Education. The remaining subjects would be elective.

Eleven forms of the A. B. degree were found among colleges and universities, but there were no forms of the A. B. degree found among teachers' colleges.

#### B. Bachelor of Science Degree.

One hundred and fourteen colleges and universities grant the plain B. S. degree or some form of the B. S. degree; ninety-one granting the plain B. S. degree and fifty-nine granting the B. S. degree in the various fields of specialization, while thirty-six colleges

and universities grant both the plain B. S. degree and some form of the B. S. degree. Nine of these colleges and universities grant only the plain B. S. or some form of the B. S. degree, four of them grant only the plain B. S. degree, and three grant only the B. S. in the various fields of specialization.

Fifteen teachers' colleges grant the plain B. S. degree or some form of the B. S. degree. Of these thirteen grant the plain B. S. degree and two the B. S. in some field of specialization. None of the teachers' colleges studied grants the B. S. degree or some form of the B.

S. degree only.

One hundred and ninety-one fields of specialization for the plain B. S. degree were found among colleges and universities

Thirty-seven fields of specialization for the plain B. S. degree were found

among teachers' colleges.

The average number of hours required for a plain B. S. degree among colleges and universities is one hundred and twenty-five. The average number of hours required for a plain B. S. degree among teachers' colleges is one hundred

and twenty-four.

The requirements for the plain B. S. degree, both among colleges and universities and teachers' colleges, are practically the same as the requirements for the A. B. degree. Thus a well balanced course would include English, a Foreign Language, Science and Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major or a minor field of specialization, and in some cases a course in Religious Education.

Eighty-two forms of the B. S. degree were found among colleges and universities, and two forms of the B. S. degree were found among teachers' colleges.

#### C. EDUCATIONAL DEGREES.

Thirty-seven colleges and universities grant an educational degree. Thirty colleges and universities grant one educational degree, five grant two educational degrees, and three grant three educational degrees. None of the colleges and

universities grant an educational de-

gree only.

Thirty-five teachers' colleges grant an educational degree, twenty-seven granting one educational degree, five granting two educational degrees, and three granting three educational degrees. Twenty-six of the teachers' colleges grant an educational degree only.

Eight different educational degrees were found among colleges and universities and seven different educational degrees were found among teachers' col-

leges.

The average number of hours required for an educational degree among colleges and universities is one hundred and twenty-two. The average number of hours required for an educational degree among teachers' colleges is one hundred and twenty-four.

A well balanced course for an educational degree, both among colleges and universities and teachers' colleges, would include English, a Foreign Language, Science or Mathematics, History or Social Science, Psychology or Philosophy, Education, Physical Education, and a major and a minor field of specialization.

#### D. Degrees in Music.

Eighty-four colleges and universities grant a degree in Music. Of these sixtyseven grant only one degree in Music, sixteen grant two degrees in Music, and one grants three degrees in Music.

Three teachers' colleges grant a degree in Music, two granting only one degree and one granting two degrees in Music.

Nine different degrees in Music were found among the colleges and universities and three different degrees in Music were found among the teachers' colleges.

The average number of hours of academic work required for a degree in Music among the colleges and universities is between forty-four and forty-five. An average of thirty-seven hours of academic work is required for a degree in Music among the teachers' colleges. Subjects included in the academic work required are English; Foreign Languages; Science and Mathematics; History and Social Science;

Psychology, Philosophy, and Education; Physical Education; and Religious Education.

#### E. MISCELLANEOUS DEGREES.

Thirty-one miscellaneous degrees were found among colleges and universities. No miscellaneous degrees were granted

by teachers' colleges.

The Bachelor of Philosophy was found to be the most common of the miscellaneous degrees granted, it being granted by twenty colleges and universities. The average number of hours required for this degree is one hundred and twenty-six. The requirements for the Bachelor of Philosophy are practically the same as for the A. B. degree, except that more Philosophy is required, and the Foreign Language requirement is either optional or reduced and tends toward Modern Language rather than Ancient.

The remaining miscellaneous bachelor degrees all require some academic work but the greater amount of work is based upon the field of specialization indicated by the title of the degree and upon re-

lated subjects.

A total of one hundred and forty-three different baccalaureate degrees are granted by the colleges and universities belonging to the North Central Association of Colleges and Secondary Schools. A total of fourteen different baccalaureate degrees are granted by the teachers' colleges belonging to the North Central Association of Colleges and Secondary Schools.

The number of baccalaureate degrees granted by any one college or university varies from one degree to twenty-one degrees. Table I shows the number of different baccalaureate degrees granted

by the colleges and universities belonging to the North Central Association of Colleges and Secondary Schools, and the number of colleges and universities that grant these degrees.

#### Table I

Number of Colleges and Universities Granting These Degrees	Number of Degrees Granted
Twenty-four	1
Thirty-five	2
Thirty	3
Twenty-two	4
Twelve	5
Ten	6
Seven	7
Five	8
Five	9
One	10
One	11
Three	12
Two	13
One	15
Three	16
One	19
One	21

Table II shows the number of different baccalaureate degrees granted by the teachers' colleges belonging to the North Central Association of Colleges and Secondary Schools, and the number of teachers' colleges that grant these degrees.

Table II

Number of Teachers' Colleges Granting These Degrees	Number of Degrees Granted
Twenty-five	1
Sixteen	2
Seven	3
One	4
One	5

# A Report on College Freshmen for the First Semester of 1928-1929

(A Committee Report)

C. R. MAXWELL, CHAIRMAN

This investigation is the second one of the same nature that has been made by the Committee on Special Studies of the Commission on Secondary Schools of the North Central Association. The investigation of the Success of High School Graduates of June 1924 in Their First Semester of College Work in 1924-25 was reported in Vol. I, No. 2 of the North Central Quarterly. Owing to the large number of graduates of North Central high schools, it has not seemed advisable to make this study annually as has been done in the Southern Association, but it was felt that after a lapse of four years it would be desirable to find what changes have taken place in freshmen failures. In the Fall of 1928 Form G of the annual blanks was distributed by each chairman of the State Committee of the Commission on Secondary Schools to each high school belonging to the Association. When the blanks were received by the chairman of the State Committee, they were forwarded to the chairman of the Committee on Special Studies. The names were compiled and sent to the registrars of the institutions which graduates of North Central high schools were attending. The following letter accompanied the blanks that were sent to the registrars.

#### DEAR REGISTRAR:

At the meeting of the North Central Association in 1928, the Commission on Secondary Schools voted to repeat the study on the "Success of Freshmen in their First Semester in College." The previous study was made in 1924 and reported in the North Central Quarterly for September, 1926. The Southern Association of Colleges and Secondary Schools makes this investigation annually, but the number of schools belonging to the North Central Association requires such a tremendous amount of work

that the results would probably not justify a yearly study. It was felt, however, that a repetition of this study in the North Central Association after four years would be of great value in checking the schools belonging to the Association. The previous study was successful through the fine cooperation of the institutions belonging to the Association and also of those outside

the North Central territory.

Our reports from the schools show that 55,000 graduates of North Central high schools in June, 1928, enrolled in colleges in September, and we are desirous of securing a report on each one of these students. We are sending to each institution the names of students that have been reported by the secondary schools as attending such institution, but we appreciate that it is in many cases not a complete roster. May I urge you to make the report complete by (1) striking out any names that did not register with you, and (2) by adding all names omitted, giving the names of the North Central high schools from which these students come? Give this information only for the FIRST QUARTER OR FIRST SEMESTER'S WORK. Under the headings English, French, etc., please use numerals in indicating the credits, avoiding fractions if possible.

in order to have these data compiled by the first of September, it will aid greatly in the study if your report is returned to me by the first of June. Please check the blank to see that all information requested

has been given.

To make the study of greater value through a more careful analysis of the data, I am enclosing a supplementary questionnaire which will not require much additional labor, and which will show what attempts institutions are making to reduce freshman mortality.

Thanking you for your cooperation in the previous study, and trusting that we may have the same assistance in the present in-

vestigation, I am

Very truly yours, C. R. MAXWELL,

Chairman, Committee on Special Studies.

Laramie, Wyoming, April 15, 1929.

Return to C. R. Maxwell, Chairman Committee on Special Studies, North Central Association, University of Wyoming, Laramie, Wyo.

# REPORT OF STUDENTS FOR THE FIRST QUARTER, 1928-1929

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STUDENTS' NAMES	FROM WHAT HIGH SCHOOL GRADUATED	College*	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours	English	Trench	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours	Total Semester Credit Hours Carried
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- 1. Add names of students omitted above.
- 2. Strike out names of students who did not enroll.
- In case a student in good standing withdraws before end of quarter or semester, mark G. S. after name.
- 4. Count students asked to withdraw on account of failure.
- 5. Count students who withdrew voluntarily if failing in one or more subjects at time of withdrawal.
- Count all courses in (a) Physical Training; (b) Military Science where college credit
  is received.
- \*Key to College—In reporting colleges or schools in which students are registered use the following abbreviations: Letters and Sciences, LS; Engineering, E; Law, L; Agriculture, A; Education, Ed.; Medicine, M; Commerce, C; Pharmacy, P; Dentistry, D; Home Economics, HE; Music, Mu.; Forestry, F; Nursing, N.

(Signed)	)	Registrar.
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Table I shows the scope of this study in comparison with the one made in 1924.

This table shows that 45.1 per cent more students were reported from North Central high schools as entering college in 1928 than in 1924. The increase in the number of students included in the

was very difficult, if not impossible, to compare the records of students in such schools with those from standard institutions. The number of higher institutions in this study is slightly larger than in the previous one. The writer regrets that the reports from several of

#### Table I. Scope of Study

	1924	1928
No. of Secondary Schools belonging to Association	1,728	2,173
No. of schools from which reports were received		2,080
No. students reported entering college		54,476
No. students included in this study	28,957	41,079
No. Higher Institutions from which data were requested	1,043	908
No. Higher Institutions from which data were received	785	726
No. Higher Institutions included in this study	659	671

1928 study over that of 1924 is 41.8 per cent. The number of higher institutions from which data were requested is fewer in this study, as reports were not requested from business schools, conservatories of music, schools of nursing, etc. Our previous study found that it

the higher institutions were received too late to be included in this study. Both investigations include the records of about the same percentage of the graduates of secondary schools of June that actually entered universities and colleges in September.

## Section I. Failures in Secondary Schools

The first part of this report considers the failures by secondary schools. Under each state is listed the name of the school, a considerable amount of general information, and the number of semester hours passed and failed in a list of subjects most frequently pursued by freshmen. Table II, which follows, gives this information for each school listed by states. The space would not permit giving the percentage of semester hours failed in each subject by schools. However, the percentage is given for the schools as a whole in each state. Reports were received from 2,080 of the 2,173 schools

belonging to the Association in 1928. It will be noted that 2,096 schools are included in this table and that in a few cases the data are not complete from a few of the schools. Form G was not returned from these schools, but when returns were received from higher institutions a considerable number of students were reported from these schools that had not submitted their list; consequently, it seemed that they should be listed even though they had failed to furnish requested data. Table II follows:

# Table II. Detailed Information, by States

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YEAR	1995-29 STATE ATKRUSE NAME OF SECONDARY SCHOOL	Magnolia:	A. & II. College	Public High School	Martanna	Montioello:	A. & M. College	Public High School	Morritton	Mountain Home College Prep.	Newbort	North Little Rock	Paragould	Parts	Pine Bluff	Prescott	Searcy	Silosm Springs	Stuttgart	Texarkana	Van Buren	Warren	Wilson	Wrnne	TOTAL	POR CENT OF SEMESTER HOURS

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pas	Percent Semester Hours Pass	97.1	1001	89.7	9.62	5.36		98.1	93.3	8.88	
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	Total Encilment	143	93	255	11	150		534	196	\$996Z	
	Public or Private	Pr.	p4	Pu	ρ,	A		p4	ρı		
YEAR	1928-24 STATE Colorado NAME OF SECONDARY ACHOOL	Walsenburg (continued)	-Weldoms	Wheatridge	Wilsy Consolidated	Windsor	Wray:	Yuns County High School	Yuns Union #1	TOTAL	PER CENT OF SEMESTER MOURS

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STATE STATE III.Mod. NAME OF SECONDARY SCHOOL	sarvird to oilds	samultoned (sk	Salenbero voten	amber Entered College	SerioqsA reduz	Beside Tadou	zont Failed	daita	sach.	, pro	en personal	sonsi	ffeina	pet Subjects	iti Senester Hours Passed	naest erweit tytennes franc	Kinh	coch	Story .	súr.	ach emada	some	deins	giet Subjects	belled states Hours Palice	def ewolf transmit from
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Hity  2	Springfield	А	2707	316	74	29	11	17.7	112	-			118	35	285	828	98.5	49	4	10		62			28	9	10
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1	Sterling Township	A	463	.88	37	34		25.4	98			_	79	21	150	647	91.4	60		*		2	-	17	8	0	9
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#### THE NORTH CENTRAL ASSOCIATION QUARTERLY

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YEAR	1928-29 STATE STATE TIMBOLS NAME OF SECONDARY SCHOOL	Wellington Township	West Chicago Community	West Frankfort: Frankfort Community	Westville Township	Wheaton:	Community High School	Wheaton Academy	Williamsville Township	Winchester Community	Winnetka:	How Trier Township	Wood Biver:	Modernor Community	Torkyilla Consolidates	TOTAL	PER CENT OF SEMESTER HOURS

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The color of the	Indiena. NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	batsubsrtD tadmuM	Number Entered C	Mumber Reported	Number Pailed	Percent Pailed	English				Science	Spanies	Other Subjects	roll Semester Nov	Percent Semester H	English	French	Missory	nin-1	Mathematica	Schence	ysrueds	about total total	Total Semester Hou	Persons Samester Ed.	en es .
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Figure 1. The control of the control	Kamond	PH	1270	203		43	19	44.2	93	69				63		670	86.9	12	10	0.	*	8	15		8	87	13.1	
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From the control of t	Robert	PI -	272	**		63	7	50.	c)		4	-	10		11	26	79.8	19	4							4	13.2	
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YEAR							7		8	menter Ho	Hours Passe	Passed In		20000	\$	p46		-	Servester	Hours	Falled In			1	( p>	
STATE STATE TRACEOR NAME OF SECONDARY SCHOOL	Fublic or Private	Total Enrollment	Number Graduated	Number Entered College	Muniber Reported	Munber Falled	Percent Falled	English	French	nbed	Mathematica	2 Степсе	Asinsed	Orber Subjects	seard smolf refrants? IsloT	Percent Semester Hours Pas	English	French	History	Mathematics	Science	HeinedS	Other Subjects	Total Semester Hours Falled	Percent Semester Hours Pall	
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Michigan City:		202	3	0	50		К			6	42	96		K.	48	o g	9	σ	60			45			14.1	
Isaac C. Maton	24 P	909	110	0 0	1.0	<b>р</b>	47.4	9 4	4 66		*	- 60	<u> </u>	200	267	81.8	2 4	, 40	) K3	19	181		1 7	9	18.8	
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North Judson:																				·						
No. Judson-Wayne Township	д				100	es.	66.7	50	49	9	40			15	37	67.3	19		£9		9		60	18	32.7	
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C C C C C C C C C C C C C C C C C C C	STATE STATE KARSSS NAME OF SECONDARY SCHOOL	Sabetha	Salina:	Migh School	Marymount Academy	Sacred Beart	Soott City:	Scott Community	Sedan	Menaca	Saith Center	Stafford	Sterling	St. Mary's:	St. Mary's College	• 870 BHA	Topeka	#akeeney:	Trago Community	· amego	dashington	Wellington	Stohite	Filmon	#infield	Nates Center	TOTAL	PER CENT OF SEMESTER HOURS	FAIL CO IN

## **MICHIGAN**

							1		Sear	ceter Hours	rs Passed In	In		po I	bosa			Bemester	Hours	Failed In	-	-	p	Do!
1968-E9 STATE MAND OF SECONDARY SCHOOL	Public or Private	Total Earollment	Mumber Graduated	Number Estered College	Number Reported	Mumber Failed	Percent Palled	English French	Mistory	Letin	Mathematics	Science	Sparieth Orber Subjects	sated smed selected bases	Percent Semester Flours Par	Ketligh	Есепей	Plietory	Letin	Science	deinaga	Orber Subjects	Total Semester Hours Falled	Percent Semester Hours Fall
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Minnesofa NAME OF SECONDARY SCHOOL	Public or Private	Total Envilorent	Number Gradua*ed	Number Entered C	Number Reported	Mumber Palled	Percent Palled	English	French	Manny	existential	Science	ųsruods	Other Subjects	Total Semester House	Percent Semester He	Snglish	Еменск	Hustory	antad	Mathematics	Зсисано	chimed	Other Subjects	Total Semester Hour	Percent Samester Hos	
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Kearney:																								
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Lincoln:																								
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Teacher's Coll. High School	Pt.	175	4F	17	62	10	25.	7 23	*		90	17	74	151	95.6	CQ.		63	10	to.		-	122	7.
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or Hours	nits.I			_		9	63	_	16		4	0	_		0	4	83	4	10	_		NG.			un.			4	,	-		
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YRAR	1959-52 STATE Robrasta NAME OF SECONDARY SCHOOL	Forth Platte	Pol		#102	Brownell Rell	0entra.1	Greighton Prep.		a c	Sacred Reart	Technical	=			St. Tennhor's Coll. Eigh Sch		् पूर्वा	10	. Prof	Lor	Scotte Blaff		uc .	,	barg	. La	V	R		a i so	Magn School.
	NAMB	Forth	Oakland	Omeha:	Benson	Bron	Cent	Cret	Horth	South	Sacr	Mech	0. Me111	p.co	Peru:	43 (02	Plattemouth	Randolph	Ravenna	Red Cloud	Schuyler	Sootte	Sound	Stener	Stanton	Stromsburg	Saperior	Termesh	Teknah	Talley	Walparaigo	H. Ch

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par.	Percent Semester Hours Pass	0 4 0	95.5	96.9	97.3	1.96	90.3	91.5	6*06	
The state of the s	Total Semester Hours Passed	926	126	333	142	148	82	312	*TTGT	
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d In	Science	9	3 00	99	24	61		62	₱ <b>₱</b> 63	
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ster Ho.	aite.1		6		9	16		,	SST	
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The second second	Public or Private		L 0	ρ.	Ďι	á	Δι	ć.		
YEAR	1923-29 STATE ABDZIBARA MANE OF SECONDARY SCHOOL	Wahoo (continued):	Luther Acedemy	eu/s#	West Point		fynore	York	TOTAL	PER CENT OF SEMESTER HOURS FAILED IN

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YEAR																										
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1929-29				<b>2</b> >{}											td N	sma					_					[ a1114
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Albuquerque:																	-				-	a de de la constante de la con	-	-		
High School	P4	996	160	980		ತ	4 D. B	216	99	93	04	53 229	69	337	1061	34.1	27	24	15	4	16	47 :	30 5	83	102	15.9
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Carlabad	p <sub>4</sub>	107,	94	~	2		8	ALS:		=======================================		6 14		5.5	69	95.8							1/3			4k 67
Clayton	p.	823	3	17	13	10	38.6	139		49		38	44	46	141	77.	6	70	6.0		63	16		03		53
clowis	ρe	438	28	53	23	7	47.0	42	15	02		39 45	10	107	274	77.4	16		ю		-9	23		27	30	22.6
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rarmington	P4	143	18	9	4	61	50°	12	8	19		8 17		10	58	9006						10			9	D. 6
Fort Summer	М	100	15	*	163	*	8	_		6.7		- 10	143	38	99	75.7	63				NA.			- G		24.3
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Las Cruces	A	404	62	20	35	9	14.5	92	11	10.0	113	182		188	496	89 .9	12	63	63		8	15				10.1
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College Frep Department	Pa Pa	36	10	10		10	60			63				18	19	82.2	o 1000				-		10		12 1	17,8
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Roswell:																	-0		-			- 1304,0	******	_		
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M.M.Mil.Inst. (Prep Dept.)	M CH	609	98	99	3	16	9,63	~	53	02		191		178	716	88.3	23	13	63	77	14	91	7 16			11.7
Santa wa	A	202	34	14	*	4	28.6	46	2	19	93	9 40	23	58	204	91.5					63	10	3 10		61	9.6
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-	Other Subjects		40		918	8°0T	
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ol lo	Science				F97	13.7	
rs Faile	Mathematics		60		136	8.52	
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Seme	Hietory		13		79	6°0T	
	French				99	\$°13	
	English		10		747	12°0	
poe	Percent Semester Hours Pass	100.	86.1	100.	4.86		
1	Total Semester Hours Passed	88	136	35	<b>1193</b>		
a==**	Other Subjects	2	61	32	1378		
	deinsq2	10	63		968	,	
al b	Science	4	24		1901	ν,	
Semester Hours Passed In	Mathematica	13	9		453		
ster Hou	Ladin		4		69		
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	French	œ	32		342		
	Buglish	9	26	60	646		
	Percent Pailed	0	ŝ	0	0.85		
	Number Failed	0	4	0	get		
	Number Reported	02	10	<b>6</b> 3	403		
	Number Entered College	-	16	65	872		
	Number Graduated	19	37	02	7040		
	Total Enrollment	2.	263	135	9769		
	Public or Privates	A	^	Pri			
YEAR	1928-29 STATE 199. Mexico Name of Secondary School	Springer	Tuoumoert	Tulerose	TOTAL	PER CENT OF SEMESTER HOURS PAILED IN	

# NORTH DAKOTA

1928+29				22						_			-	~~	-			-	-		_		i	page	Hia'l
STATE			p	Colle					_		_		_	ma. ^	_	mot							^ 5	ors le	ennol
	PRESE	mətti	e) and	paua	berre	po	p		-		_		_	10		Table								1034.2	F 1514
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door a constant a constant	Public	I inol	Mumber	Number	red:rubl	Number	Percent	Raginsh	French	Hustory	ansdraM.	Science	qurundg	Other Su	ng lasoT	Percent	English French	Yroseist	nisal	emsdzeM	Science	dzinag2	us rodro	Total Ser	Freezas 8
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Blamarok	p.	464	103	18	1.5	10	8	3	01		23	61	40			65.0		-			*		63	on	
Bottinesa	A	175	93	14	10	04	40.	•			12					90.2			-	•	-				0.4
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Вомпал	A	89	97	6	sca.	4	.03	11		9		9		9 19		96.5		-					. 10	10	4.5
Cando	۵.	117	28	10	-	-1	14.3	123	23	19	14	80		2		99°	10	80	10	n			- 2	14	11.
Casselton	p <sub>1</sub>	180	19	2	*	-	83.	0		_	60					8.06		BQ			10		-	**	9.7
Cooperatorn	p.	103	39	122	10	0.1	20.	Ħ			0,			75 3	623	91.6				69	ula			12	10
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## NORTH DAKOTA

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### Section 1	NAME OF SECONDARY SCHOOL	Public or F	Total Ento	Number Or	Number E	Number Re	Number Fa	Percent Pai	English			Methematic	Science		<del></del>	-				nbs-1	Methematic	Science				Percent Sex
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## WEST VIRGINIA

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## WEST VIRGINIA

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# DATA FROM SECONDARY SCHOOLS ACCREDITED TO THE NORTH CENTRAL ASSOCIATION

In order that the reader may be able to understand better these data given in Table II, several additional tables have been compiled.

ures of the graduates of North Central high schools in each state with the percentage of the failures in its state university.

Table III. A Partial Summary by States of Data Taken from Table II

	Total		No.				Total Sem.	Per Cent Sem.
State No. of Schools	Enroll- ment	No. Grad.	Entered Coll.	No.	No. Failed	Per Cent Failed	Hrs. Failed	Hrs. Failed
Arizona 33	10,673	1,449	684	Reported 424	117	27.6	638	9.8
Arkansas 51	11,552	2,302	964	781	212	27.1	1,110	9.3
Colorado 90	29,664	5,450	2,212	1,711	508	29.1	2,968	11.2
Illinois 298	177,135	22,177	8,487	6,743	1,821	27.0	10,079	10.1
Indiana 98	60,540	10.042	3,382	2,550	752	29.5	4,503	10.9
Iowa 134	50,851	9,563	2,935	2,167	479	22.1	2,815	8.6
Kansas 138	41.179	8,249	2,984	2,494	623	25.0	3,749	9.9
Michigan 173	100,636	13,281	5,062	3,816	822	21.5	4,732	7.6
Minnesota 90	44,776	8,166	3,132	1,854	431	23.2	2,491	8.8
Missouri 116	54,095	9,386	3,604	2,853	701	24.6	3,781	8.7
Montana 39	13,747	2,226	752	609	130	21.3	669	6.7
Nebraska 100	31,175	5,994	1,749	1,423	349	24.5	1,911	9.1
New Mexico 32	6,946	1,070	475	403	145	36.0	883	14.3
North Dakota 62	10,381	2,126	924	703	144	20.5	652	6.5
Ohio 276	137,926	22,849	8,149	5,933	1,537	25.9	7,658	8.3
Oklahoma 104	38,292	6.603	2,792	1,945	578	29.7	3.614	12.1
South Dakota 63	12,609	2,426	951	822	161	19.6	903	7.5
West Virginia 62	21,509	3,309	1,517	1.069	327	30.6	1,840	11.0
Wisconsin 110	57,264	9,712	3,393	2,496	613	24.7	3,415	8.9
Wyoming 27	7,349	1,154	328	283	105	37.1	568	12.6
TOTAL2,096	918,299	147,534	54,476	41,079	10,555	25.7	58,979	9.4

Table III gives a partial summary by states of certain pertinent data, such as the total enrollment, number graduates, number reported, per cent failed, This table shows that 25.7 per cent of freshmen students failed in one or more hours for which they were registered. The range is from 19.6 per cent in South Dakota to 37.1 per cent in Wyoming. The average percentage of hours failed is 9.4. The range is from 6.5 per cent in North Dakota to 14.3 per cent in New Mexico. It will be noted that the percentage of failures by semester hours is more than twice as great in New Mexico as in North Dakota. Later in the study a comparison is made of the percentage of fail-

Table IV gives a summary by states of the percentage of total semester hours failed by subjects. It will be noted that taking the states as a whole the greatest percentage of semester hours failed is in Mathematics, which shows failures of 16 per cent. Spanish ranks second with 14.6 per cent; Other Subjects is lowest with failures of 6.2 per cent, closely followed by Latin with failures of 6.7 per cent. The range in failures in any particular subject is very great. For instance, we find in Arizona, North Dakota, and Wyoming that the graduates from high schools in these states have no failures in Latin while graduates of New Mexico high schools fail in 19.7 per cent of hours in the same subject. In English it will

Table IV. Summary by States of Percentage of Total Semester Hours
Failed in Certain Subjects

				25.4	D *	Spanish	Other Subjects
State Englis		History	Latin	Math.	Science	A	4.3
Arizona 9.3	22.6	9.2	0.	15.6	17.1	14.5	
Arkansas 7.4	8.9	8.7	10.3	19.9	11.7	17.2	4.6
Colorado 10.8	9.3	14.1	3.2	17.2	15.4	8.5	7.6
Illinois 7.6	10.0	6.8	9.5	18.2	11.3	15.3	7.6
Indiana 9.2	10.2	10.9	4.7	16.3	14.5	16.9	7.9
Iowa 7.5	8.3	7.2	9.2	14.9	12.7	12.4	4.7
Kansas 8.8	8.2	10.3	8.2	4.4	13.6	13.1	7.0
Michigan 6.3	9.2	6.2	2.6	12.7	9.9	14.3	5.1
Minnesota 6.3	10.9	8.0	5.9	14.3	12.9	- 15.2	6.0
Missouri 8.5	10.7	6.2	6.9	12.7	10.7	14.3	5.7
Montana 12.4	6.5	5.1	0.9	15.9	8.7	11.3	3.4
Nebraska 9.5	10.6	6.8	8.7	12.1	11.8	11.6	7.1
New Mexico 13.0	21.4	10.9	19.7	22.8	13.7	23.1	10.8
North Dakota 5.8	8.8	7.9	0.	12.2	12.4	5.8	3.6
Ohio 7.0	8.3	8.0	6.3	14.8	11.6	10.3	5.1
Oklahoma 10.6	13.9	8.0	10.3	27.7	17.3	18.6	7.1
South Dakota 6.4	7.1	4.6	3.4	18.1	11.9	15.7	3.5
West Virginia 10.9	11.5	11.6	8.7	23.6	15.7	16.1	5.3
Wisconsin 6.7	9.7	8.0	8.3	12.9	9.8	22.4	6.9
Wyoming 8.9	17.9	8.8	0.	24.9	17.0	<del> 29.2</del>	8.7
AVERAGE 7.9	9.8	8.0	6.7	16.0	12.2	14.6	6.2

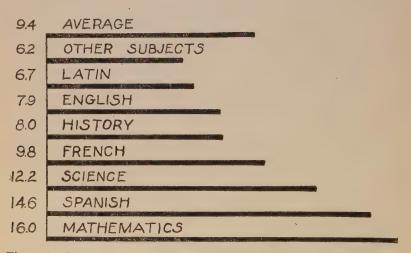


Figure 1. Showing Graphically the Percentages of Total Semester Hours
Failed by Subjects

be seen that the range of failures is from 5.8 per cent to 13 per cent, and in Mathematics it is from 12.1 per cent to 24.9 per cent.

Figure I shows in a graphic way the failures in these subjects.

Table V shows the comparison of the percentage of students failed and the percentage of semester hours failed by states in the study made in 1924 with the current one. It will be noted that in these 20 states 25.7 per cent of freshmen stu-

Table V. Comparison of Percentage of Students Failed and Percentage of Semester Hours Failed by States in 1924 and 1928

G	Percen	tage of	Percent	
States	Student 1924	s Failed 1928	Hours 1924	Failed 1928
Arizona	30.6	27.6	9.8	- 9.8
Arkansas	26.7	27.1	10.0	9.3
Colorado	27.2	29.1	7.9	11.2
Illinois		27.0	8.0	10.1
Indiana	23.5	29.5	7.8	10.9
Iowa	20.8	22.1	7.0	8.6
Kansas	22.8	25.0	7.7	9.9
Michigan	19.6	21.5	6.4	7.6
Minnesota	27.1	23.2	9.9	8.8
Missouri	25.0	24.6	8.7	8.7
Montana	26.7	21.3	10.5	6.7
Nebraska	21.5	24.5	8.7	9.i
New Mexico	28.7	36.0	10.3	14.3
North Dakota	23.9	20.5	8.1	6.5
Ohio	25.6	25.9	7.6	8.3
Oklahoma	28.4	29.7	9.9	12.1
South Dakota	20.9	19.6	7.6	7.5
Wisconsin	26.3	24.7	8.0	8.9
West Virginia		30.6		11.0
Wyoming	25.0	37.1	8.2	12.6
TOTAL	24.1	25.7	3.0	9.4

dents failed in one or more hours during the first term or semester of college work -that is, one student in four that entered college in September 1928 failed in one or more hours of work. In 1924, 24.1 per cent of the students failed; consequently, we find no great change after an interval of four years, other than an increase in the percentage of failure of 1.6 per cent. The number of students that failed in one or more hours is probably not so significant as the percentage of failures by hours registered. In 1924 freshman students on the whole failed 8 per cent of the hours for which registered; the variation was from 6.4 per cent in Michigan to 10.5 per cent in Montana. In 1928, however, the variation is considerably greater, ranging from 6.5 per cent in North Dakota to 14.3 per cent in New Mexico. The percentage of hours failed by graduates of North Central high schools from New Mexico was twice as great as the percentage of hours failed by graduates of North Central high schools

from North Dakota. In the four-year period the percentage of hours failed has increased considerably more than the percentage of students failed. The percentage of students failed has increased 6.6 per cent while the percentage of hours failed has increased 17.5 per cent.

Table VI. Comparison of Percentages of June Graduates Entering Higher Institutions in September in 1924 and 1928.

and 1920.		
State	1924	1928
Arizona	50.0	47.2
Arkansas	46.0	42.4
Colorado	_41.1	40.6
Illinois	40.0	38.3
Indiana	33.0	33.7
Iowa	31.0	30.7
Kansas	41.0	36.2
Michigan	41.0	38,1
Minnesota	42.0	38.4
Missouri	42.0	38.4
Montana	24.0	33.8
Nebraska	31.0	29.2
New Mexico	39.0	44.4
North Dakota	32.0	43.5
Ohio	43.0	35.7
Oklahoma	49.0	42.3
South Dakota	41.0	39.2
Wisconsin	38.0	34.9
Wyoming	26.0	28.4
AVERAGE	39.0	36.9

Table VI shows a comparison of the percentage of graduates that entered college in September 1924 and in 1928. It will be noted that in 1924, taking the states as a whole, that 39 per cent of the graduates entered college in September. The range was from 24 per cent in Montana to 50 per cent in Arizona. In 1928 the percentage had dropped slightly over 2 per cent—to 36.9 per cent; the range is also considerably less as it varies from 28.4 per cent in Wyoming to 47.2 per cent in Arizona. While the percentage of graduates of June entering college in September has decreased, five states -Indiana, Montana, New Mexico, North Dakota, and Wyoming-show an in-This increase is marked in North Dakota and Montana. It is interesting to note that the increase in

percentages of graduates entering college, with one exception, is in the western states. Taking the states as a whole, it is probably not surprising to find that as the number of graduates of the secondary schools increases the percentage of graduates entering college should show a slight decrease. The statement is percentage of graduates entering college with the percentage of failure by semester hours, the correlation using the Spearman Foot Rule method was slightly negative, although scarcely large enough to be significant.

Figure 2 gives in graphic form the percentage of June graduates entering

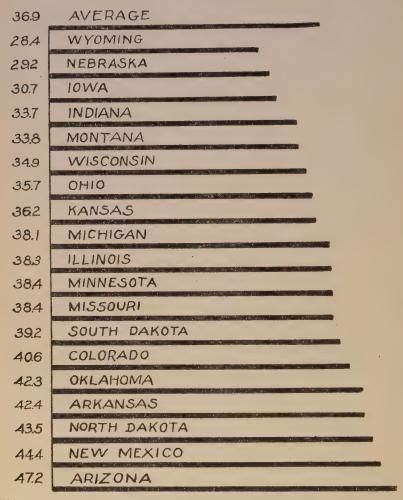


Figure 2. Graphic Representation of Percentages of High School Graduates

That Go to College

frequently made that the larger percentage of high school graduates that enter college the greater will be the percentage of failure. In computing a coefficient of correlation between the higher institutions in September in the 20 states included in the study.

At different times there has been con-

siderable discussion in the Commission of Secondary Schools relative to ac-

Table VII. The Summary of Data of Secondary Schools Classified According to Enrollment

						TRAL	Assoc	IATION		UAR				4
Total	2,096	918,299	147,534	54,476	36.9	39,078	2,001	4.	41,079	10,555	25.	630,752	58,979	9.4
3,000-8,532	22	81,982	6,604	2,592	39.2	2,056	31	1.5	2,087	591	28.3	32,522	3,375	10.3
1,000-2,999	183	292,075	43,050	15,965	37.1	12,102	613	4. 60.	12,715	3,208	25.2	195,638	17,467	6'8
200-999	121	101,188	16,518	5,725	34.6	4,208	149	3.4	4,357	1,129	25.9	65,688	6,231	9.5
80-005	174	96,965	17,252	6,342	36.7	4,623	295	6.0	4,918	1,274	25.9	76,541	7,287	9.5
300-499	381	145,487	25,869	9,268	35.8	6,515	278	4.1	6,793	1,735	25.5	104,266	9,755	9.4
200-299	419	101,260	18,328	608'9	37.1	4,429	246	5.2	4,675	1,216	26.0	71,530	7,122	10.0
100-199	576	84,304	16,325	6,203	37.9	4,174	569	6.0	4,443	1,143	25.5	992,79	6,380	9.4
7-99	218	15,038	3,588	1,572	43.8	971	120	11.0	1,001	259	23.7	16,801	1,362	8.1
	No. of Schools	Total Enrollment	No. Graduated	No. Entering College	Per Cent Entering College	No. Reported in N. C. A. Territory	No. Reported Outside N. C. A. Territory	Per Cent Reported Outside N. C. A. Territory	No, Reported	No. Failed	Per Cent of Failures	Total Hrs. Registered	Total Hrs. Failed	Per Cent Hrs. Failed

crediting small schools. It was deemed advisable to make a study of these data of the schools classified according to enrollment. Table VII contains such a summary.

pupils. The percentage of students entering college is largest from schools enrolling less than 100; the group ranking second is the schools with an enrollment of 3000 and over. The schools that

Table VIII. Comparison of Public and Private Secondary Schools

in Several Items	TD * 1	Public
No. of Schools	Private 193	1,903
Total Enrollment	35,624	882,675
No. of Graduates	7,082	140,452
No. Entering College	4,000	50,476
Per Cent of Graduates Entering College	56.5	35.9
No. Reported in Institutions in N. C. A. Territory	2,380	36,698
No. Reported in Institutions Outside N. C. A. Territory Per Cent Reported in Institutions Outside N. C. A. Territory	367 13.3	1,634 4.2
Total No. Reported	2,747	38,332
Per Cent Reported	38.8	27.3
No. Failed	794	9,761
Per Cent Failed	28.9	25.4
Total Hrs. Registered.	42,467	588,285
Total Hrs. Failed	4,587	54,392
Per Cent Hrs. Failed	10.8	9.3
Hrs. Failed in English	609 7.2	9,274 7.9
Hrs. Failed in French Per Cent Hrs. Failed in French	326 10.9	3,829 <b>9.</b> 7
Hrs. Failed in History	303	3,777
Hrs. Failed in Latin	131 7.3	525
Hrs. Failed in Mathematics  Per Cent Hrs. Failed in Mathematics	884 19.1	9,180 15.8
Hrs. Failed in Science  Per Cent Hrs. Failed in Science	1,082 13.4	13,276 12.1
Hrs. Failed in Spanish	278 18.0	3,059 14.4
Hrs. Failed in Other Subjects		11,472 6.1

It will be noted from Table VII that the group of schools with enrollment from 100-199 is the largest while the group having an enrollment from 1000-2999 enrolls the greatest number of enroll less than 100 send the largest percentage of their graduates outside North Central Territory, and they have the smallest percentage of failures. On the other hand, the group enrolling 3000 and over sends the smallest percentage outside North Central Territory, and it shows the greatest percentage of fail-The group of schools enrolling from 200-299 ranks second in having the largest percentage of failures. In the other groups they show very little variation. This study shows results that are slightly different from those in the previous study as at that time the smallest percentage of failures was in the schools enrolling from 500-700 students. Schools enrolling 3000 and over had the largest percentage of failures in this study as well as in the previous one.

Table VIII shows a comparison of public and private secondary schools in several items. This table shows that the private schools graduate a considerably larger number in comparison with their enrollment than do the public schools. It also shows that a much larger percentage of their graduates enter college, as private schools report 56.5 per cent of the graduates entering colleges while the public schools report only 35.9 per cent. The graduates from

ject in which the percentage of hours failed is less in private secondary schools than in the public schools.

For eleven years the Southern Association has made similar studies, and it seemed to the writer that it would be interesting to make a few brief comparisons with the 1929 report of the Southern Association which has just been compiled. Table IX makes a comparison of a few items of these two reports.

It will be noted from this table that in the Southern Association a considerably larger percentage of graduates enter college. The percentage is 6.1 per cent higher than in the North Central Association. In comparison it will-be seen that the percentage of semester hours failed is more than 50 per cent greater in the Southern Association than in the North Central Association. comparing the percentage of total semester hours failed by subjects it will be noted that the greatest failures in both Associations are in Mathematics with Spanish ranking second and Latin and Other Subjects low in the scale.

Table IX. Comparison of Some Items From This Report With the 1929
Report of the Southern Association

Percentage of Grads. Going to College	Percentage of Semester Hrs. Failed			1	by Sub	ester H			
to comogo	22101 2 01100	Eng.	Fr.	Hist.	Lat.	Math.	Sci.	Sp.	O. S.
North Central Asso 37.7	9.4	7.9	9.8	8.0	6.7	16.0	12.2	14.6	6.2
Southern Asso 43.8	14.5	13.5	15.7	13.1	10.8	23.8	19.2	19.4	8.7

the private schools enter institutions outside North Central territory three times as frequently as do graduates of public high schools. The percentage of private school graduates from which reports were received was again considerably larger than that of the public schools. Graduates of private secondary schools fail somewhat more frequently than do the graduates from public high schools, and the percentage of hours failed is also somewhat higher. may not be very significant as the numbers are in nowise comparable, but it is in accordance with the findings in the 1924 study. English is the only sub-

#### CONCLUSIONS

A few pertinent conclusions from the study of the data on secondary schools are as follows:

1. A much larger number of high school graduates from North Central high schools entered college in 1928 than in 1924, although the percentage of graduates entering college had decreased slightly.

2. In 1928 45.1 per cent more students were reported entering college from North Central high schools than in 1924.

3. 95.2 per cent reported are graduates of public high schools, but the per-

centage of graduates entering college is considerably larger from private high schools; graduates of the private high schools tend to attend institutions outside the North Central Territory three times as frequently as graduates of public high schools.

- 4. The accredited secondary schools in different states vary greatly in their ability to prepare students for higher institutions as shown by the percentage of failures.
- 5. The percentage of graduates of June entering college in September shows that the schools enrolling less than 100 have the largest percentage with those enrolling over 3000 ranking second; there is no marked difference in the other groups.
- 6. The percentage reported as attending college outside North Central Territory is greatest for the group enrolling under 100.
  - 7. The size of the high school has

little relation to its percentage of failures. Those enrolling over 3000 have the highest percentage both in hours and in students, and those under 100, the smallest. The variation is comparatively small among all groups.

- 8. A comparison with a similar report of the Southern Association shows that the percentage of students going to college in the Southern Association is considerably higher and also the percentage of semester hours failed by graduates of accredited schools in the Southern Association is much higher than in the North Central Association.
- 9. The correlation between the percentage of graduates entering college from the states with the percentage of hours failed is a negative one.
- 10. The study of the 1928 graduates shows an increase in the percentage of students that failed in one or more hours and also in the total percentage of hours failed over the 1924 study.

## Section II. Study of Failures in Higher Institutions

The second part of this study relates to the failures in higher institutions of secondary school graduates of June 1928 for the first semester of 1928-29. The classification of higher institutions in this study is similar to the one made in 1924-25, viz., State Universities and State Colleges; Teacher Training Institutions; Junior Colleges; and Private Colleges and Universities. In this report a few of the higher institutions accredited to the North Central Association are omitted, owing to the fact that

data were not received from institutions or they were received too late to be incorporated in the study. The names of institutions from which reports were received within the North Central Territory not accredited by the Association and those outside the Territory have not been given.

Table X lists all institutions accredited to the North Central Association grouped in accordance with the classification given above. Table X follows.

Table X. Statistics from N. C. A. Higher Institutions

YEAR	921			66	-	per	other Patricipalities of the	Post	No. of Concession	- The second	Bernaria	T Hours	Passed In	Designation of the last of the	Town Mary and	The same of	THE REST	Bemaeter		Hours Palied In		THE REAL PROPERTY.	-
1989-29 NAME OF HIGHER INSTITUTION STATE ONLYROBITES STATE COLLEGES	Number of Students Report	halia'l strobuth le redmuM	Percent of Students Palled	bitty soi strood to vedmid beneated	Total Semester Hours Passe	Percent Semester Hours Pass	beliaf ersoli mesens? inoT	Percent Sementer Hours Pall	प्रशस्त्र	daren*	History	aite.I	Mathematics	delands	Other Subjects	And yes	Freed	Manney	Letin	Methoretics	Schemos	thrima)2	Orther Subjects
Arisons, University of	2000	86	43.9	5814	27.11	81.6	605	18.2	510	808	128	2.6	211 6	573 £36	628 9	105	67	26	0	62	150	61	119
Arkansas, University of	168	25	32.1	2508	2281	88.1	307	11.9	4.38	105	1.50	38	262 46	462 9	92 742	53	-	18	-	111	16	12	27
Golorado, University of	4155	178	42.1	1919	\$608	82.6	1075	17.4	9984	224	762	167	707 1092		76 1204	169	100	216	00	234	663	200	102
Colorado, State Agric. Coll.	234	126	53.8	4584	3764	81.9	630	18,1	361	8	03		718 1291		20 1269	100	10			201	296	ю	113
Illinois, University of	1856	769	41.4	20007	25689	90.98	\$558	14.4	2660	1295	456	174 2	3621 2919	77	44 9400	688	204	124	28	1011	77.1	27.2	1907
Indiana, University of	397	167	42.1	6246	6326	85.3	916	14.7	1385	960	180	116	395 1032	52 221	1 1698	172	89	32	80	74	228	201	249
Iowa, State College	273	126	46.2	4489	5637	0.18	858	19.0	541	160	29		751 82	99	1292	162	27	0	40	242	286	-	128
lows, University of	211	15	24.1	4409	3978	90.1	487	6.0	843	308	15		208 99	P93 256	1296	87	23	27		41	104	55	114
Kansas, A. & M. College	211	93	59.9	1109	4.839	9.98	672	13.4	786	0	52		570 1132		48 1742	90	60	9		111	260	(Pa	193
Kansas, University of	413	180	29.1	5712	4960	86.7	768	13.8	1221	524	970	02	715 865	98 190	928 0	162	26	126		121	191	10	144
Michigan, State College	516	146	28.83	8767	7976	9.06	181	9.6	1607	376	480		600 1845	15 2.52 15	2 2876	2	64	39		26	284 1	00	140
Michigan, University of	665	126	19.0	97.29	9108	92.5	634	6.5	1832	946	1409	160	994 1890	90 564	4 1319	28	99	88		168	169	98	64
Minnesota, University of	755	223	28.62	10592	9154	9.98	1438	13.6	2198	592 1	1022	8	692 1805	120	9993 0	214	135	154	4	183	£48	40	629
Missouri, University of	523	96	89.7	4969	4405	88.7	562	11.8	986	S. A.C.	30	94	244 1174	418	8 1265	146	99		49	203	181	8	52
Montana, State College	163	47	28.9	2894	26.29	8.06	265	61	50g	8.4	87		988	2 909	979 07	100	12	12		8	9	00	69
Montana, University of	214	25	15.9	3451	3256	94.5	195	5.7	567	272	415	2	130 86	885 170	0 704	19	2	97		3.6	318	15	11
Hebraska, University of	630	061	30.2	8006	8048	89.3	996	10.7	1300	614	246	7.5	591 1849	19 532	2 2425	216	72	22	8	06	202	40	292
Hew Mexico, A. & M. College	4.5	88	65.33	920	7.18	9.78	302	12.4	135	53	22	63	103 23	2 013	27 204	95	9			83	27	10>	55
Hew Mexico, University of	145	53	1 37.1	2860	1922	86.1	338	14.9	384	108	166	200	99 42	438 105	609	45	888	42	4	63	88	33	
Horth Bakets, A. A. M. College	160	99	45.3	1475	1.220	88.0	255	18.0	180	18	\$		188 37	370 18	8 369	99	10	20		28	88	_	41
North Dakota, University of	136	44	320.4	2222	2028	91.3	194	.8.7	471	126	264	10	122 44	460 1	12 680	12	7.5	138			73	16	63
Ohio, Miami University	301	88	27.6	4783	4402	0.36	381	0 0 0	400	262	469	36	356 71	753 208	8 1566	98	4.8	83	-	87	160	36	61
Ohio, State University	883	310	34.9	10464	9179	87.8	1276	12.2	1805	919	63	53	463 2196	982 98	6 3131	126	116	101	9	102	455	8	290
Ohio, University of (Athens)	241	69	28.6	8718	2401	91.6	317	8.5	620	143	275	23	107 36	389 7	8641 94	22	12	8	*	92	21		927
Oklahome, 4. & M. College	257	111	43.2	4040	3393	84.0	647	16.0	636	10		2	147 66	<b>4</b> 689	45 1819	108	18	_	'40	110	128	18	829
Oklahoms, University of	41.5	169	40.7	6441	5212	6.08	1289	19.1	1005	318	107	88	581 1139	243 62	3 1706	135	115		9	251	293	207	287
South Dakota, School of Mines	9	26	43.3	919	169	75.2	228	24°B	141	15		-	163	P40 2	21 111	83				23 65	92	9	. 9
South Dakote, St. Coll. of Ag.	171	848	1.88	2800	2654	90°2	266	9*6	44.5	8.0	51	284	268	543	40 1080	22		9.	02	2	304	60	37
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Wisconsin, University of	1227	163	23.7	18064	16411	80.08	1668	9.2	8493	1337 E	E004	183	1726 4598	98 620	0.8520	46	169	780	0,	244	584 1	193	278
Hysning, University of	222	88	42,7	3727	2169	88.6	658	18.4	653				170 48	-				9	-		- 3	_	184
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50	Senester Hours Pass	fort		914		1309	498	1144		297	355		869	478	248	1234	1418		1451	1786	1111	3102		2428	245	32.52		1286	839	263		1697		0140	2442
,	ber of Hours for which Registered	manji		926		1448	525	1249		307	420		708	491	248	1262	1445		1553	1897	1921	3333		2472	. 245	336		1439	870	286.	:	1745	6	0007	eToy.
	belief stabled to m	pero		01		19.8	14.3	6.60		10.0	41.9		6.8	4.3		100	8.8	encustation?	29.1	18.8	25.6	20.7		8.1	ô	26.1		12.4	16.4	19.2		13.3	i i	7°07	00.00
	her of Students Pailed	mild		33		1.8	Φ	22		03	18		V3	O.I	0	4	ò	-	8	22.7	50	4.1		13	0	9	randi	80	0	ų,		91		0 6	io i
pot	ber uf Students Report	muM		69		36	99	9.1		8	43		44	4.7	16	88	96		103	118	7.8	198		160	14	Si .		145	19	500		113		107	141
	TION					College					College		ers Coll.		itrial	0 60	(Valley Cy)		ra College	College	agellog er			8.8	oh. Coll.	ohers Coll.	4	ndus. Soh'l.		era College		980		chers coll.	990
YEAR	1928-29 NAME OF HIGHER INSTITUTION IL. TRACETR PRAFITIVO	SKOLIUTICKI	MONTANA	State Normal	NEBRASKA	Peru State Teachers College	State Mormal	Hayne State Mormal	NEW MEXICO	Normal College	Silver City Teachers College	MONTH DAKOTA	Maywille State Teachers Coll.	State Normal	State Normal & Industrial	State Teachers College	State Teschers Coll. (Valley Cy.	OIHO	Sast Central Teachers College	Kent State Teachers College	Morthwestern Jeachers College	State Normal College	OKTABOKA	Control Normal College	Northwestern St. Teach. Coll.	Southwest State Teachers Coll	SOUTH DAKOTA	Northern Mormal & Indus. Soh'l	Spearfish Normal	Western State Teachers College	WEST VIRGINIA	State Feachers College	WISCONSIN	La Crosse State Teachers Coll.	State Feachers College

	Other Subjects	1640	4.4
	dzinsg2	87	4.0
0	Science	742	6.9
Semester Hours Failed In	Mathematics	323	7.4
r Hours	anel	97	3.5
Semeste		540	0.0
		106	5.9
	Roglish	1064	6.7
	Other Subjects	DO THE MENT OF	COMMUNICATION
	Spanish	812 35858	
uj		1004.8	
Passed J			-
Semester Hours Passed In		416 4043	
Semester			
	French	14729 1676 7101	
A MARKET		4729 16	
	4710-3	14	
led is	Percent Semester Hours Fal	5.6	
	Tolel Semester Hours Failed	4427	
pas	Percent Semester Hours Pas	94.4	
po	reseq emofi 19189moS (stoT	74680	
1	Number of Hours for which	79107	
	Percent of Students Pailed	17.2	
	Number of Students Pailed	949	
par	Number of Students Report	5528	
YEAR	1928-29 NAME OF HIGHER INSTITUTION II. TEACHER TRAINING II. TEACHER TRAINING	10141 5528	PER CENT OF SEMESTER HOURS

1924 - 29 NAME OF HIGHER INSTITUTION COLUMN ADDRESS TO STANK OF ST	- Pal				po			T.							1 1 1						
1	AR.		pelii	foidw .	mard (	ensq sr	Pulled	Isq sur		-	-		1								
	stradurd		ed atmospa	Hours for	ster Hours	post remer	smolf mis	oH satura				60			\$238				ຄະ		
a N	to medzanik		Percent of 5	Number of	ama S laroT	Fercent Sea	Total Seme	Percent Se	dedgaS Greach	Hazory	misal	demods M	Science	Spanish	Orpet Sab	Prench	Hustory	anel	Mathemat	Science	daineq2
147	The state of the s	-		820	840	96.3	21	3.7	108	- <u>- %</u>		54	100	N N	199	100	1	-	11 10	*	F
(ATK.) ST. AS. SHOON COLL. LOIN.)	20	p 40	2 0	461	604	90.7	27	6	_	96 8		18	98	16	96	63				22	00
_		9	25°.0	634	069	93.1	3	6.9	106	42 72		30	18		260 1	21			12	a	
MARK.) Stabbes Machaelle thurses	2 0	Tion to	6.04	713	590	88.9	122	17.1	180		67	99	186	86		3	4		18	10	72
Christian College	9	4	8.0	1064	1048	98.6	16	1.6	204	158 140		333	116	81	347	10	_		63	10	-
Crane Junior College	10		33.3	64	63	91.8	4	8.8	13		ю	0			80		4				
Flat Biyer, Junior College of		61	17.71	263	255	0.79	83	3.0	200	50 30		3.5	26	1.5	36						9
Frances Shimer Junior College	13	0	8	670	634	94.6	36	P.9	178		9		116	40	101	-	12 : 12			*	-
0.	8	76	32.8	3449	2925	84.8	524	15.2	513 1	186 340	32	170	330	118 11	1242 10	80.		60	629	883	28 158
	51	61	3.9	681	674	0.66	4	1.0	153	96 152	O)	89	175		36	FC -	- ·				***
Intermountain Union Jr. Coll.	1.0	95	יייוו	259	252	97.8	4	8.7	4.8	10 24	13	3.6	49		=	63	40				
Jollat Junior College	63	13	22.8	887	808	6.06	18	4.6	136 1	112 87	1	130	149	-	190	30	9 ~		18	16	***
Kansas Oity, Junior College of A	5.5	1.18	28.6	0099	6948	1.06	662	6.0	. ~	\$64, 750	2 28	444	1298			-			66	125	82
Kermer Military School	19	P-	11.5	0\$6	106	96.9	69	4.1	269	120 126	50	160	102	7.6			13		10	9	io.
LaSalla-Paru-Orlesby Jr. Coll.	2	61	53.7	102	554	78.9	148	27.1	89	64 81	-	#C	96			1 19	12 12		28	10	10
Tancoln College	88	03	6.9	438	4 28	97.7	10	2.3	100			67	46	14	135				10		4
Little Rook Junior College	40	10	12,5	505	667	1.96	26	0.4	66	53	0	4.5	46	339	8	6	6			4	
Monticelle Junior College		0	.0	674	874	100.0			136		2 19		196	28				-			
Morton Junior College		19	21.6	1416	1303	92.1	113	2.09	253	140 160	0	123	256	4	258	15 2	9		14	8	
Mount Saint Charles College	62	7	8.3	192	189	98.4	ю	1.6	36	24		% %	99		40		1/2	-			and the same
Mnakegon Junior College			13.1	914	866	7.96	8	5° 33	150	,-1	9	104	777		259	10	4	-	00	21	
Borth Park College		02	10.01	302	296	0.69	9	2.0	57				100				20	actions of	1	60	
Orls. Jr. Coll., Mortheastern		D)	21.4	651	269	9.2.2	92	7.8	102			8 84	120	82		18	 		2	9 !	
Potomeo State School	9	37	42.7	538	456	84.8	88	16.2	137		4.5		84	36		12	2 1			21.	70
Principle, The	37	19	8.1	673	199	97.9	12	2,1	111	<u>~</u>			141	89	3				9 1	5	
Regis College	100	10	30.3	999	490	96.6	16	15.4	60			20 52	114	16	₹69				17	NA I	~
Roohester Junior College	4.5	11	26.6	619	523	84.5	96	16.8	146	35	30	68	151	52	107	23	16	19	12	63	-
St. Joseph, Coll. of the Dist. of	111	26	23.4	1679	1622	90.7	157	8.0	284	140 8	81	<b>48</b>	336	195	305	_	 &		62	62	. 00
St. Mary's College, The	1.8	0	0*	285	285	100.			06	46	43		35	2	74						
Stephens College	199	13	9,0	3111	3082	1.66	29	6.0	598	494 15		35 123	386		1178	8	9	61	-		
Union College	26	12	44.4	431	376	87.3	65	12.7	9		62	14	43	02	179				63	0	
Virginia Junior College	68	12	17.6	866	988	93.9	09	6.1	183	09	<b>%</b>	12	279	90	285	12	12		9	14	
William Roods College	7.4	16 .	21.6	1218	1135	95,2	83	6.8	226		200	7	116	93	999		8		to t	10	22
Y. M. C. A. College, Central	28	60	10.7	27.8	608	95.9	0	4.1	69		27	22	02		99	-			·-	9	-

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		Ocher Subjecte	929	, O
		dzineq2	205	
c		Science	547	3.7 13.4 8.8 12.0
Pailed 1		Mathematics	338	13.4
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		French	063	8.5
			550	9
JP 2			7891 5	
		dainaqS	1508	
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emester			3285 208	
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	fours Failed	Total Semester I	2672	
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	belief atn	Percent of Studen	21.3	
	belled atm	Number of Stude	465	
þa	ents Report		2181	
YEAR	1928-89	NAME OF HIGHER INSTITUTION III. JUNIOR COLLEGES	TOTAL	PZR CENT OF SEMESTER HOURS FAILED IN

THE PERSON NAMED IN COLUMN TWO COLUMN TWO IS NOT THE OWNER. THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.					27 42 1	-		1 4	A CALLED TO	100	amontor Ho	Cours Passed	and In	A SAN	1	No. of Lot, House, etc., in such such such such such such such such	THE PARTY	Sementer	Hours Pa	Pailed In	BILL OF THE PARTY	N. S. S. Sans
YEAR	P3			1	p	por		bel	The Park of the Pa	-		-	-	-	-	- Annual Printers		-		-	-	
	310	p		ich	292	95'0,	PP	Ga S			-						-	_	-	_		
	dagg	o Light	bəlis	ps. 2	ta s	g 2.0	PE I	3.87											_			
1928-29	970	l as	g si	pai (	ulthor	roll.	8,000	он		_							_		_		_	
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NAME OF HIGHER INSTITUTION	15 1	ng 1	nig	Beg E 19	ayeur	20122	9994	euro.				500			poel			_	tion			p) fec
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IV. FRIVATE COLLEGES	dirate	odmu N	mon!	where M	laroT	moral	farol	Perce	MgaZ David	osaiH	min.I	bfath	Science	Speni	nach O	H3oZ	Fress	ozaiH	obal oth	Scien	Spen	Oche
	t				-		The state of the s	The state of the s	A STATE OF THE PERSON NAMED IN	N. A. S.	No. of Street, or	and the same of	TO March	The state of the last	Can Sen	of the late of	- 2 c	Tare Par	-	- N	-	-
A CONTRACTOR OF STREET	308	4.5	40.7	1937	1473	84.8	40	15.8	_	47 19	1 561	12 170	93	45	299	99	37	60	4	78 49	76	51
ALTOH, ULIVELENCY OF	2									_		_	_	190	K70	6.5	3.5			94	60	11
Albion College	142	17	12.0	2696	2631	9.78	3	\$ 22	029	92	_	20 61.	5	727	3	3	o d	_				,
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Andread College	YY	0	0.08	505	662	60	90	4.7	174		10	124	148	9	202	9		19	_	4 12	*	4
ANYOLGIA COLLEGE	3		3	000	2 0		9 7	. 6		400		0.83			196	8	1/9		17 82			212
Armour Inst. of Technology	083	126	50.4	111/2	2982	8.67	247	3.									-		_	_		
Augustana	87	0	0,0	1044	1044	100.			623	87 12	. 29	11 32	119		487				_	_		1
Baker University	*	12	27.3	655	169	90.2	79	9.6	19	2	1 99	16 56	101	08	250	18	01 rl	60)		18		P-
Nat Astronomy and Integrates	9	80	4.6	947	936	98.86	11	1.2	179	97 14		9 43	170	12	281		19			*	<≭	
	3 8	70	6.00	3069	1150	0.00	116	6.1	198	37	50	09	8.13	8	192	12	_		-	7 71	8	3.6
Battle Creek College	* b	9	200	2	1 1				-	_		186	388	108	202	18	3.5	32	8	12 56	9	10
Beloit College	88	16	19.5	**O2	1975	g . [ 3	697		4	_		_	-	3			,	-	_			•
Bethany College	28	9	17.9	473	442	93.4	31	9.9	78		_				17B	2	0	9	3			3 ;
Bradley Polytechnic Inst.	147	63	21.8	2842	2076	95.6	167	7.4	357	46 20	207 2	20 190	279	28	088	92	4	40		_	<b>Ф</b>	Į,
	918	8.0	0.00	4774	4269	9.08	202	10.6	1223 4	12		50 131	1 945	486	838	167	20	9.0	_	91	4.5	103
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Capital University	3	n →	2006	200	619		3	2 4						*	240	60	22	67		8 107	6.3	12
Carleton College	167	38	22.8	2506	2517	92.5	189	7.5		2 2 2 2 3		_	-	9	2 1	2 0	3 4	4 9		_	6	8,8
Carroll College	गर	39	34.8	1800	1622	90.1	178	o. o	318	66	225	47 210		3	870	23	10 N2	0	-		3 1	3
and the second	47	10	21.3	797	765	0*96	32	4.0	144	10	10	15 51	148	24	880		63	9		11	ra 	DA .
Carrings Correge	120	20	54.3	2569	2089	81.3	480	18.7	324	22	200	602	807		451	09	_	10	76	109		35
ממססי משויה של אולים ממססי שמשיי	90	2 6	0 20	1440	1998	4 60	102	7.6	267 1	107		8	229	4	380	UQ.	0.	0		11 40	9	7
Westral College	8 8	F 8	3 6	2500	2310	6 40	200	15	_			20 73	3 743	43	293	8	36	2	_		6.0	9
Chicago, University of	O NI	1	900	2000	7097	2	3					,		- 8	00%	314	2	-0	10	11 867	26	172
Cimoinnati, University of	427	182	42.6	8096	9227	9. gg	1381	14.4	_		- -	7.67	-	1	1	2	-		_			
Olarke College	18	0	0	27.7	271	1000			7.1					0	0			-				
Cde College	147	63	26.5	2386	2113	91.1	27.8	80.0	419 1	H TH		90 192	2 270	63 63	106	76	89	81				0
Colorado Collage	138	25	18.8	1811	1812	94.8	66	61 103	368 1	162 2		66 332	_	180	189	19	40	되		46 1.B	•	Q 1
Columbia College	118	07	36.4	1867	1602	86.3	256	13.7	343	78	11	20 128	_	15	361	21	50	31			20	
Concordia Collage	*	va.	11.4	761	722	94.9	39	5.3	126	99		09 09	0 108		224	19	·	o,		_		20
See Line Contraction	46	20	43°B	684	262	87.3	87	12.7	117	46	3.6	16 46	2 176	16	164	ដ			_	n n		44
	9.	3.5	6,16	1081	786	88.5	114	11.5	192	48		325	3 250	76	593	ล	*	63			02	48
Creignton University	5 8	* 1	101	288	813	0.79	16	0,8	96		57	10 18	8 114	17	120	60				_	10	100
Culver-Stockton College	20	01	7097	3	1		1					-	200		245	0	49			21 03		19
Dayton, University of	100	13	18.0	1656	1582	q. q.	7.6	Q.	17.0				_	-	200		,	-		91 30	σ.	3,3
Denison University	121	82	27.5	1926	1776	27 26	151	60.	324		_	_	_	_	200	0	9 4	9 0				2
Denver, Universaty of	197	26	18.2	2874	2740	95.3	124	4.7	909	260		~~	2 184	_		2	4	N2	_	01		1 1
DePaul University	49	ıa	200	818	794	8.76	1.6	2°2	185	1 08	901	28 7	78	10		O.		63				b-
	619	98	17.8	5534	3289	98.7	245	6.9	888	296	192		90 123	-	1357	53	25	24		11 88 TI	<b>2</b>	3
Derene unateriary.																						

YEAR	bott	i		- sta	, pag	tsed	F	bəli			Semester	ter Hours	Passed In					Semester	Hours	Failed In		The Assessment	
	odsH as	botinfi s	Palled :	nister Toll	escf. stu	ed supo	us Faile	ed susoi															i
NAME OF HIGHER INSTITUTION	seprage ;	Student	etnabint2	Wolf.	oH rotes	Ef voteen	noH mas	H was							ate								90
IV. PHYATE COLLEGES & UNIVERSITIES	Mumber o	to redunid	Percent of	Number of	some lateT	Percent Se	Total Seme	Percent Ser	Raglish	Втепсі	Viewalk	nite.I	intermetical and and and and and and and and and and	Science	ojduž redsO	English	Угенсћ	FrotaiH	nite.l	Mathematics	Science	fleimegi	osidus rodro
Detroit, College of the Cy. of	809	9.8	89.7	5051	4567	8.0%	20.7	60.00	912	284	472	30	7	# -		1	9				8 9		
Boane College	4.8	10	82.5	724	02.9	89,8	2	10.8	180	40		49	316	156			3	3 62	0	2 5	20 70		
Drake University	142	200	21.12	2198	2039	0.88	165	4.0	**	122	- 26	27			75 814	. 2	16	20	·	3 3	55		- 00
Drary College	67	•	15.4	1019	996	86.88	3	6.9	397	188	3	12			34 33	,,,,,,,,,	1 12	ì		. 4	28		2 0
Dubuque, University of	15	10	0.0%	10,78	257	1.96	27	8'8	42	6	6		97							,	) IQ	4	. 4
Rerlham Wollege	<b>4</b>	Ħ	36.8	\$0¢	623	87.6	16	12,4	126	69	蟊			-		- Charles		o	10	10	27		12
Bareles Contege	02	*	15.0	517	\$07	96.9	10	8.1	76	88	9	16		99	3	10			<del></del>	10	4		
Franklin College	50	30	9.92	57.1	219	88 .7	89	10,3	120	70	10	**	22	2	149	0	11	15	-	•	10.		10
Friends University	2	10	6.9	843	794	9.5.4	47	1G	21.6	8	118		772	177	26 129	8		W.			17		10
Grinnell Gollege	101	17	36.8	1497	1417	.94.7	8	10	285	288	4.78	43. 42	81 23		53 415	0	S.	-		2	8		120
Gastavis Adolphas College	22	80	24.8	284	543	92.4	23	9°9	96	S	25	•	18	96	248	19		NQ.			60	~	2
Regime University	100	37	4.9%	789	nı.	90.1	78	6.0	141	45	158	12		51.0	55 247	12	27	12		67 H	15	. 10	en-
Henover College	2	7	7.7	\$25	85.22 8.22	98.7	10	1.3	55	2.5	33	9	17		15 45					to.			
Restings College	89	16	20.5	1078	1008	35.55	70	6.5	196	98	20	•	118 11		40 388	2	8	*		4	12		0
Boldelberg College	<b>3</b> 6	62	\$2,1	1981	1253	90 °1	128	8.6	213	100	96	159	116 22	2 983	29 294	36	32	0		28	848		40
Rendrik College	ž	•	17.6	480	09.	91.8	9	8.2	170	40	75			80	90		10	2		15		N3	
Hillsdale College	69	14	23,7	824	787	88.4	26	11.6	196	115	8	8			70 85	10	14			9	22	IQ	62
Mirem College	* 1	87	28 .3	101	929	92.6	39	7.5	129	6.31	42	40			288	O)	4	HQ:			10	10	49
nope not rege	8	2	28.0	888	177	80.98	117	15.2	130	130	115	8		49	00%	26	20	122	NO.	*	25.		63
Huron College	62	10	379.6	436	410	94.7	<b>1</b> 2	B. 85	96	Ħ	99	30	99	88	16 69		OT.	10	10		NO.		
Trinois correge	nor i	g '	0.08	1659	1427	4°26	111	7.3.	27.53	1.44	329	59			263	8	n	18	19	15	61	10	0
Thus Mesisons University	N 4	F 16	2.0	1151	1088		2 (	5,5	204	81	108	es i		002	474	ween.	30	0	19	19	1.5		17
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Mount Union College	16	16	1:12	1451	1258	6.46	73	. 1.9	872	. 69 T	1 921	102 9	808 86	203	98	9		9	18		11		26
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Northwestern University	458	156	29.7	1689	6136	0. 88	756	11.0	1179	651	12 3	107 933	3 1.538	285	1251	182	7.5	•	18	22 23	204	3	46
Notre Dame University	257	43	58.5	4158	3673	88.8	4.65	11.2	648	112 3		96 252	365	198	1655	24	33	45		8.8	117	26	36
Oberlin College	1.96	57	19.3	88 88	2747	93.8	182	2,49	426	287	57 1	178 202	2 294	100		×	92	60	11	12	28	27	23
Ohio Wesley an University	229	979	18.6	5233	5124	1.96	209	0.0	996	2 099		48 208	8 398		8018	_	19	30		60	23	2	51
Oklahoms College for Women	17	103	14.6	2646	2519	3.96	187	4.8	488	240 2	895	12 4	45 176	077	1165	Si	20	0-	10		8	2.2	98
Ottawn University	65	14	26.9	764	629	94 .4	116	15.6	12.2	200	45		83 169	35	113	4.3	4	•		12	52	16	10
Otterbein College	100	10	18.9	865	817	94.7	46	5.3	144		51		1 160		228	6	4	10			00	22	2
Ouschits College	18	34	64 03 03 03	908	735	91.2	7.1	9.8	20.6	8	40	25 6	89	154	150	8	9	1/3		ıΩ	4	12	77
Park College	86	8	63 63 63	1298	1196	98,1	102	7.9	2.27	124	12		280	_		40	23			22	ផ	16	60
Parsons College	200	7	24,0	739	673	91.1	99	8 8	141	42	8		01.1	55	193	0	4	10		80	16		92
Penn College	99	-1	1.8	793	789	9.86	*	• 2	156		201	75	-		242								4
Phillips University	88	929	45.8	1362	1058	78.3	294	21.7	189	27	222	2	-		285	3	88	202		940	Sign of the sign o	2	\$ \$2
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Rockford College	98	27	14.1	1260	1204	96.6	56	4.4	214		127	15 6	68 353	5 57			318	9	10		16	p-	19
Rosery College	10	119	34.5	926	746	27.	8	10.8	178		147		50 189		-	318	13	18		1.6	30	6	
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Saint Ambrose College	9	4	30.0	644	523	81,1	122	18.9	9.93		8.5			28		72		19	16	<b>3</b>	£3		02
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Saint Mary's College (Ind.).	33	19	35.8	594	299	95.5	27	47.6	130	98	32	6 18	99	12	206	0		_	201			=	
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Saint Olaf College	88	77	15,9	1401	1343	6.96	89	4.3	267		108			·	000	193	1 4	6	• «	-	1	9 6	-
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Simpson College	22	0	15,4	.928	182	93.4	22	9*9	129		33	10 87	168	16	356	18	4	103	- az		7	1 0	
Southwestern College	Z.	370	27.8	980	781	88.7	66	11.3	314		8	5 49	117	a	417	25					10	1 18	
Sterling College	4.2	6	21.9	280	530	91.4	22	8.6	117		001	11 57		16	163	Ψ.	4	9	·			-	-
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Valparaiso University	68	11	37.9	444	408.	91.9	36	8.1	84	σ,	39	2	133	9	138			13	14			13	
Wabash College	88 .	26	83	1346	1227	91.2	617	8.8	222 1	158 3	320	31 228	- 26	11	191	27		25	 . 8			10	
Washburn College	154	43		2330	2096	0,0	234	30.0	453 2	277 1	153	27.2	159	132	269	94	92	. 60	7.2			2	
mashington University	37.3	154	41.3	6043	2086	84.2	957	15.8	860 3	826 4	177 2	909 918	1001	201	1391	182		66 24		.a.	78	206	
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West Virginia Wesleyan College	26	Ó	17.9	878	837	95.9	36	4.1	147	42	56	15 24	187	12	28.6	21			50			-	
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Western Reserve University	517	109	12	7468	6957	93.2	611.	6.9	1436 4	861		102 253	1408	126	2180	84			3	178		11	
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900	0 ;	- ;	70.07	<b>R</b> 69	029	96.7	202	60	148	20	46	15 56	104	25.55	198	•		19	8	<del>,</del>		40	
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William Jewell College	32	00	55.5	230	535	90.7	22	80.00	128	16	26	8 18	108	85	116	Φ,		16	15	12		4	
Treemorg correga	186	22	14.5	2813	2696	95.8	117	4.2	468 20	800 11	127	40 195	471	216	646	27	80	18	2	40		12	
Rooster, College of	162	18	21.6	2397	2187	91.2	210	8.8	420 3	394 16	165 27	217 207	344	99	384	51		15 17			49	89	
	24	9	27.8	818	723	68.9	8	11.1	140	79	33	46 60	148	80	189	·0·	98	φ,	8	80	4	4	
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# DATA FROM HIGHER INSTITUTIONS ACCREDITED TO THE NORTH CENTRAL ASSOCIATION. FALL SEMESTER 1928-29

In order to give a more comprehensive view of these data, summaries have been Table XI gives a summary of data from institutions accredited to the North Central Association, which includes 32 State Universities and State Colleges, 51 Teacher Training Institutions, 34 Junior Colleges, and 132 Private Colleges and Universities, making a total of 250. This is a considerably larger number than was included in the 1924 study as at that time reports were received from 197 accredited higher institutions. This table shows a great difference in the percentage of students failed in one or more subjects, ranging from 33.3 per cent in State Universities and State Colleges to 17.2 per cent in Teacher Training Institutions. The failures in number of hours for which registered also show a large variation. The percentage of failures in State Universities and State Colleges is 12.5 per

cent; in Teacher Training Institutions, 5.6 per cent; in Junior Colleges, 8.0 per cent; and in Private Colleges and Universities, 9.2 per cent. The question immediately arises why such a discrepancy. The failures in State Universities and State Colleges are twice what they are in Teacher Training Institutions. This condition is almost identical with what it was in the study made in 1924. At that time the percentage of semester hours failed in State Universities and State Colleges was 10.5 per cent and in Teacher Training Institutions, 5.4 per cent. The failures in Junior Colleges at that time was 9.9 per cent and in Private Colleges and Universities, 8.4 per cent. Thus it will be seen that failures have increased considerably in State Universities and State Colleges, but show a decrease in Teachers Colleges, Junior Colleges, and Private Institutions.

Table XI. Summary of Data From Institutions Accredited to N. C. A.

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals
No. Institutions		51	34	132	249
No. Students Reported	12,286	5,528	2,181	13,476	33,471
No. Students Failed	4,095	949	465	3,488	8,997
% Students Failed	33.3	17.2	21.3	25.9	26.9
No. Hrs. for which Registered	185,830	79,107	33,273	214,115	512,325
No. Hrs. Failed	23,235	4,427	2,672	19,702	50,036
% Hrs. Failed	12.5	5.6	8.0	9.2	9.8
English	3,367	1,064	550	3,184	8,165
% Hrs. Failed	9.4	6.7	7.5	7.8	8.2
French	1,433	106	290	1,595	3,424
% Hrs. Failed	12.9	5.9	8.5	9.5	10.3
History	1,294	450	199	1,304	3,247
% Hrs. Failed	10.1	6.0	5.7	8.0	8.1
Latin	102	15	8	420	545
% Hrs. Failed	7.1	3.5	3.7	7.8	7.3
Mathematics	4,061	323	338	3,699	8,421
% Hrs. Failed	20.0	7.4	13.4	16.2	16.9
Science	6,463	742	547	4,584	12,336
% Hrs. Failed	16.1	6.9	8.8	11.3	11.6
Spanish	1,627	87	205	1,091	. 3,010
% Hrs. Failed	20.2	9.7	12.0	11.9	15.2
Other Subjects	4,888	1,640	535	3,825	10,888
% Hrs. Failed	8.7	4.4	6.3	6.1	6.6

Table XII. Summary of Data From Institutions Inside N. C. Territory Not Accredited to N. C. A.

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals 185
No. Institutions		26	88	68	
No. Students Reported	262	1,348	1,987	2,010	5,607
No. Students Failed	114	214	420	378	1,126
% Students Failed	43.5	15.9	21.1	18.8	20.1
No Hrs. for which Registered	4,465	21,720	30,757	32,685	89,627
No. Hrs. Failed	709	1,095	2,540	2,227	6,571
% Hrs. Failed	15.9	5.0	8.3	6.8	7.3
English	157	247	547	270	1,221
% Hrs. Failed	14.9	4.98	7.8	4.4	6.3
French	27	38	276	165	<b>50</b> 6
% Hrs. Failed	9.6	5.97	7.8	8.1	7.8
History	50	105	383	116	654
% Hrs. Failed		5.2	10.1	5.7	8.1
Latin	. 5	8	8	58	<b>7</b> 9
% Hrs. Failed	13.5	10.5	2.5	8.1	6.9
Mathematics	. 103	150	399	468	1,120
% Hrs. Failed	21.7	8.96	11.6	12.0	11.8
Science	. 259	. 266	525	510	1,560
% Hrs. Failed	21.2	7.5	10.5	9.0	10.1
Spanish	24	16	76	134	250
% Hrs. Failed	24.5	4.2	9.3	16.7	11.9
Other Subjects		265	326	506	1,181
% Hrs. Failed		3.1	4.9	4.4	4.3

## Table XIII. Summary of Data From Institutions Outside N. C. Territory

No. Institutions	State Universities and State Colleges 39	Teacher Training Institutions 14	Junior Colleges 21	Private Colleges and Universities 152	Totals 226
No. Students Reported	348	40	119		2.001
				1,494	
No. Students Failed	160	10	12	250	432
% Students Failed		25.0	10.1	16.7	21.6
No. Hrs. for which Registered	5,335	624	1,904	20,937	28,800
No. Hrs. Failed		40	99	1,393	2,372
% Hrs. Failed	15.7	6.4	5.2	6.6	8.2
English	147	7	20	323	497
% Hrs. Failed	15.7	6.8	4.4	7.8	8.8
French	59	8	5	153	225
% Hrs. Failed	22.5	33.3	1.7	7.1	8.2
History	42	3	6	128	179
% Hrs. Failed	13.6	5.4	2.7	6.8	7.3
Latin	7	0	3	22	32
% Hrs. Failed	. 13.2	0.	100.	2.4	3.3
Mathematics	196	. 0	3	324	523
% Hrs. Failed	31.3	0.	8.3	12.4	15.9
Science	157	. 6	19	280	462
% Hrs. Failed	16.3	6.3	8.6	9.1	10.6
Spanish	57	0	8	12	77
% Hrs. Failed		0.	5.6	2.4	8.4
Other Subjects	175	16	35	151	377
% Hrs. Failed		5.0	6.7	2.7	4.5

## Table XIV. Summary of Data From All Institutions

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals
No. Institutions Acc. to N. C. A.	32	51	34	132	249
No. Institutions Outside N. C.					
Terr. not Accredited		26	88	68	185
No. Institutions Outside N. C.					
Terr.	39	14	21	152	226
No. Students Reported	12,896	6,916	4,287	16,980	41,079
No. Students Failed		1,173	897	4,116	10,555
% Students Failed		17.0	20.9	24.2	25.7
No. Hrs. for which Registered		111,451	65,934	267,737	630,752
No. Hrs. Failed	24,784	5,562	5,311	23,322	58,979
% Hrs. Failed		5.5	8.1	8.7	9.4
English		1,318	1,117	3,777	9,883
% Hrs. Failed		6.3	7.5	7.4	7.9
French	/ 1	152	571	1,913	4,155
% Hrs. Failed	13.1	6.2	7.9	9.1	9.8
History	1,386	558	588	1,548	4,080
% Hrs. Failed	10.4	5.8	7.8	7.6	8.0
Latin	. 114	23	19	500	656
% Hrs. Failed		4.5	3.5	7.2	6.7
Mathematics	,	473	740	4,491	10,064
% Hrs. Failed	. 20.4	7.8	12.4	15.3	16.0
Science	/	1,014	1,091	5,374	14,358
% Hrs. Failed	. 16.3	7.0	9.5	10.9	12.2
Spanish	- ,	103	289	1,237	3,337
% Hrs. Failed		8.0	10.8	11.8	14.6
Other Subjects	,	1,921	896	4,482	12,446
% Hrs. Failed	. 8.7	4.2	5.7	5.6	6.2

Table XV. Comparison of Percentages of Failures in Different Types of Institutions

Type of Institution	Per Cent of Students Failed	Per Cent of Hours Failed
State Universities and State Colleges:		
Accredited to N. C. A	33.3	12.5
Non-Accredited in North Central territory	43.5	15.9
Outside North Central territory	46.0	15.7
Teacher Training Institutions:		
Accredited to N. C. A	17.2	5.6
Non-Accredited in North Central territory	15.9	5.0
Outside North Central territory	25.0	6.4
Tunior Colleges:		
Accredited to N. C. A	21.2	8.0
Non-Accredited in North Central territory	21.2	8.3
Outside North Central territory	10.1	5.2
Private Colleges and Universities:		
Accredited to N. C. A	25.9	9.2
Non-Accredited in North Central territory	18.8	6.8
Outside North Central territory		6.6

Table XII gives a summary of data from institutions inside North Central Territory not accredited to the North Central Association. This includes only a few state institutions, but a considerable number in the other groups.

Table XIII gives a similar summary for institutions outside the North Central Territory, including a total of 226 higher institutions. The largest number in this group is the private colleges and universities. The number of students reported represents the smallest number in any group.

Table XIV gives a summary of all these data from all institutions classified according to the four groups previously

mentioned.

Table XV gives a comparison of percentages of failures in different types

# Table XVI. Comparison of Percentages of Students Registered in Different Colleges in 1924 and 1928.

1924	1928
Letters and Sciences60.	<b>4 5</b> 9.6
Education20.	1 19.3
Engineering 8.3	3 . 10.9
Commerce 4.0	3.8
Home Economics 1.3	5 1.5
Agriculture 1.4	2.0
Music 1.3	3 .9
All other subjects 3.0	2.9

of institutions classified according to accredited, non-accredited in North Central Territory, and those outside North Central Territory. This table shows that the highest percentage of students failed is in State Universities and State Colleges outside North Central Territory, while the percentage of hours failed is greatest in non-accredited institutions in North Central Territory. This number is so small that these comparisons are probably not very signific-In the Teacher Training Institutions it is also seen that the highest percentage of students failed is in institutions outside North Central Territory, and also the percentage of hours failed is greatest in this group. In the Junior Colleges those outside North Central Territory have a much smaller percentage of failures than those within the Territory, and the difference in failures between the accredited and non-accredited is very small. In the Private Colleges and Universities, we find the same situation existing, although those accredited to the North Central Association have a considerably higher percentage of failure than those in the other groups.

Table XVI gives the comparison of the percentage of students registered in different colleges in 1924 and 1928. This table indicates relatively little change in registration by colleges in the four-year period. Agriculture and Engineering are the only colleges in which there has been an increase in registration. Home Economics remains the

Table XVII. Comparison of the Percentage of Freshmen Failures by Students and Hours in State Universities Accredited to the North Central Association.

Central 7 1050clation.		
	Students	Hours
University of Arizona	43.9	18.2
University of Arkansas	32.1	11.9
University of Colorado	42.1	17.4
University of Illinois	41.4	14.4
Indiana University	42.1	14.7
University of Iowa	24.1	9.9
University of Kansas	29.1	13.3
University of Michigan	19.0	6.5
University of Minnesota	29.5	13.6
University of Missouri	29.7	11.3
State University of Montana.	15.9	5.7
University of Nebraska	30.2	10.7
University of New Mexico	37.1	14.9
University of North Dakota	32.4	8.7
Ohio State University	34.9	12.2
University of Oklahoma	40.7	19.1
University of South Dakota	17.5	6.9
University of Wisconsin	23.7	9.2
University of Wyoming	42.7	12.6
Total	32.7	12.5

same and in the other colleges there has been a slight decrease.

In order that the reader may have a better opportunity to analyze failures in institutions, a few other tables have been prepared.

Table XVII shows a comparison of the percentage of freshmen failures by students and hours in State Univer-

sities accredited to the North Central Association. It will be noted that the State Universities as a 32.7 per cent of the stutaking the dents failed and that the failures were 12.5 per cent of all hours for which freshmen students registered. The range in percentage of students failed is rather In the State University of Montana only 15.9 per cent of the students failed in one or more hours and in Arizona 43.9 per cent failed. That is, students failed nearly three times as frequently in the University of Arizona as in the University of Montana. In the percentage of hours failed we find the little influence on failures as, e. g., in the University of Illinois, which is one of the largest in enrollment, 41.4 per cent of the freshmen failed in one or more hours while in the University of Michigan only 19.0 per cent failed. If we take the state universities with the smallest enrollment we find in South Dakota only 17.5 per cent of the freshmen failed in one or more hours for which registered while in the University of Wvoming 42.7 per cent failed. It would probably be unfair to assume that the difference in the selection of students makes such a discrepancy in the percentage of failures, as an investigation that the writer

Table XVIII. Comparison of the Ten Teacher Training Institutions Having the Highest Percentages of Failures in Semester Hours With the Ten Having the Lowest Percentages and Reporting Over Fifty Students.

Kansas State Teachers College, Emporia	12.4
State Normal, Muncie, Indiana	
Southern Illinois Teachers College, Carbondale	
S. E. Missouri State Teachers College, Cape Girardeau	
Peru State Teachers College, Nebraska	
Northern State Teachers College, Marquette, Michigan	
Wayne State Normal, Nebraska	
Stout Institute, Menomonie, Wisconsin	
State Teachers College, Springfield, Missouri	
State Teachers College, Milwaukee, Wisconsin	7.4
AVERAGE	9.2
Spearfish Normal, South Dakota	3.6
Iowa State Teachers College, Cedar Falls	2.8
Central State Teachers College, Mt. Pleasant, Michigan	
State Teachers, Fairmont, West Virginia	0.0
Moorhead State Teachers, Minnesota	
State Teachers, Valley City, North Dakota	
State Teachers, Winot, North Dakota	
State Teachers, Minot, North Dakota	2.2
Western Illinois State Teachers College, Macomb	
Central Normal, Edmond, Oklahoma	1.8
Northern Illinois State Teachers College, DeKalb	
AVERAGE	2,4

average to be 12.5 and the range is from 5.7 per cent in the State University of Montana to 19.1 per cent in the University of Oklahoma. That is, in the University of Oklahoma freshmen failed three times the percentage of hours that they did in the University of Montana. The size of the university has apparently

made a few years ago showed a slight negative correlation between intelligence and the percentage of failures in a limited number of state universities.

Table XVIII gives a comparison of the ten teacher training institutions having the highest percentage of failures in semester hours with the ten having the lowest percentages. For this comparison institutions reporting more than 50 students were selected as it was felt that if we took institutions with fewer students, the element of chance would tend to make such comparisons unreliable. The average percentage of those having the highest percentage of failures is nearly four times as great as the average percentage of those having the lowest. It is interesting to find that two states— Illinois and Michigan—have institutions in both groups. This condition is almost identical with what it was four years ago when a similar comparison was made.

Central high schools, while in another the freshmen failed over one-fifth of all the hours for which they were registered? It shows at least that conditions, so far as failures are concerned, are in no way comparable among accredited institutions in the North Central Association

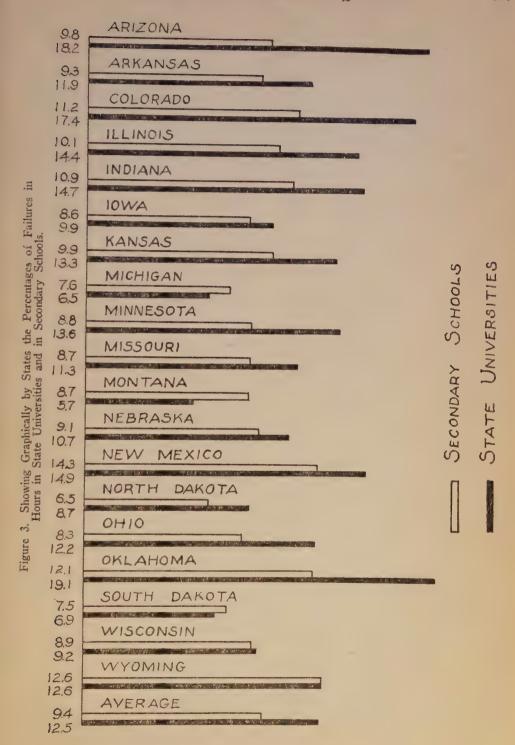
To show the comparison of percentage of failures by states in the state universities with the failures in the accredited secondary schools of the state, Table XX has been prepared. In the state universities of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, New

#### Table XIX. Comparison of the Ten Private Institutions Having the Highest Percentages of Failures in Semester Hours With the Ten Having the Lowest Percentages and Reporting Over Fifty Students.

·	
Phillips University, Oklahoma	21.7
Armour Institute of Technology, Chicago	
Case School of Applied Science, Ohio	18.7
Tulsa University, Oklahoma	
Washington University, Missouri	15.8
Purdue University, Indiana	
University of Akron, Ohio	15.2
Milwaukee-Downer College, Wisconsin	
University of Cincinnati, Ohio	14.4
Columbia College, Iowa	13.7
AVERAGE	16.0
St. Olaf College, Minnesota	41
Ohio Wesleyan, Ohio	
University of Chicago	
Western College for Women, Ohio	
Albion College, Michigan	
De Paul University, Chicago	
Lindenwood College, Missouri	1.5
Baldwin-Wallace College, Ohio.	
Penn College, Iowa	
Augustana College, Illinois	0.0
AVERAGE	28

Table XIX gives a similar comparison for private institutions. Again this table shows the same condition that existed four years ago. The range in failures is practically the same as it was at that time. One again wishes to raise the question, why this wide variation? Why should we find in one institution no failures among graduates of North

Mexico, North Dakota, Ohio, Oklahoma, and Wisconsin the percentage of hours failed is greater than it is for the graduates of the accredited secondary schools of the state attending higher institutions of learning. In Wyoming it is the same; while in Michigan, Montana, and South Dakota the failures in the state universities are less. This raises interesting



questions as to whether certain state universities receive an inferior type of students from the accredited secondary schools of their state; whether they have higher standards than do other institutions which graduates of the secondary schools attend; whether they give less attention to the adjustment of freshmen to their work; or whether in-

Table XX. Comparison by States of Percentages of Failures in Hours in State Universities and in Secondary Schools.

	State	Secondary
	University	
Arizona	18.2	9.8
Arkansas	11.9	9.3
Colorado	17.4	11.2
Illinois	14.4	10.1
Indiana	14.7	10.9
Iowa	9.9	8.6
Kansas	13.3	9.9
Michigan	6.5	7.6
Minnesota	13.6	8.8
Missouri	11.3	8.7
Montana	5.7	8.7
Nebraska	10.7	9.1
New Mexico	14.9	14.3
North Dakota	8.7	6.5
Ohio	12.2	8.3
Oklahoma	19.1	12.1
South Dakota	6.9	7.5
Wisconsin		8.9
Wyoming	12.6	<b>12.</b> 6
AVERAGE		9.4

struction is less well adapted to the needs of freshmen students. Unfortunately this study cannot answer these questions. However, the comparisons that have been made in the previous tables demonstrate that it is wholly conceivable that a student might enter one institution accredited to the North Central Association and make a satisfactory record while had the same student enrolled in another institution of supposedly equal standards, he would have made a lamentable failure. This study, like the one made four years ago, shows that there is little uniformity of practice in regard to failures among institutions of the same type, among institutions of different types, or even among institutions of the same type controlled by a single board, such as we find in certain states, notably in the Teacher Training group.

CONCLUSIONS

The following conclusions may be drawn from this section of the report:

1. Over four-fifths of the graduates of North Central high schools attend accredited higher institutions. The percentage is as follows: accredited higher institutions, 81.5; institutions inside North Central Territory not accredited, 13.6; and institutions outside North Central Territory, 4.9.

2. There is a wide range of differences in the percentages of failures occurring in institutions accredited to the

North Central Association.

3. There is a wide range of differences in the percentages of freshmen failures in the various subjects in any single institution.

4. Failures are fewer among teacher training institutions than among the three other groups of higher institutions.

5. The percentage of freshmen failures is highest in State Universities and

State Colleges.

6. If we rank the types of institutions according to the percentage of semester hours failed, we have the following: State Universities and State Colleges, 12.7 per cent; Private Colleges and Universities, 8.7 per cent; Junior Colleges, 8.1 per cent; and Teacher Training Institutions, 5.5 per cent.

7. If we rank them according to the percentage of students failed in one or more hours, we have the following: State Universities and State Colleges, 33.9 per cent; Private Colleges and Universities, 24.2 per cent; Junior Colleges, 20.9 per cent; and Teacher Training Institutions, 17.0 per cent.

8. The success of a student in a higher institution depends largely upon

the one that he selects.

9. Great differences are found in the percentages of failures among institutions of the same type without any apparent cause.

10. This study verifies the findings of the 1924-25 study of freshmen fail-

ures in higher institutions.

# Section III. Measures that Higher Institutions Use to Orient Freshmen

The third phase of this study represents an attempt to discover what measures higher institutions are using to orient freshmen more effectively, to find to what degree personnel departments have been established, and to examine other means that are being used to adapt and adjust work to the needs of freshmen students. When the list of names was sent to the college, the following supplementary questionnaire accompanied it. (See next page).

This questionnaire was returned from 500 higher institutions and the following table gives information secured from the first three questions.

It will be noted that nearly half the institutions replying have instituted the so-called freshmen week. The median amount of time devoted to it is three The movement toward the development of personnel departments is receiving much attention, and the results of tests are frequently used for sectioning classes in different subjects. Nearly 70 per cent of the institutions report the use of intelligence tests and a considerable number use both aptitude and training tests in the fundamental freshmen subjects. The question has frequently been raised as to whether or not our colleges and universities are now in a position to evaluate the techniques that have been used to orient freshmen and thereby make a better adjustment and reduce failures. It seemed to the writer that if it would be possible to secure objective data from a few higher institutions on the effectiveness of the means that they are using in reducing freshmen failures it would represent one of the greatest contributions to this Sixteen institutions replied that objective data were available to show the effectiveness of Freshmen Week and 20 replied that their institutions could furnish objective data to show the effectiveness of the personnel departments in

reducing freshmen failures. A follow-up letter was sent to all these institutions asking for further information on the effectiveness of the techniques which they were using. Unfortunately not one institution that replied to the follow-up letter could furnish objective evidence to prove the worth of the measures that are being used to reduce freshmen mortality. The following extracts from three letters are typical of those received in reply to the follow-up letter:

"Professor indicated that we had objective data as to the effectiveness of Freshmen Week in reducing freshmen failures. I fear that he has somewhat over-stated the case."

"There is plenty of subjective feeling

around here that failures had been affected by Freshman Period. However, I am not certain that Freshman Period is accountable for the decrease in failures a year ago."

"Most of the work that we are doing now in an attempt to secure objective data in regard to these causes has not yet been completed and it is impossible for us to make definite statements as to how far the present plans are succeeding."

Undoubtedly the movement is too recent for institutions to have available material that would prove conclusively the value of techniques which they are now using. Several of the institutions are beginning to attack this problem scientifically and in a few years we may look forward with considerable confidence to reliable objective evidence that will prove the effectiveness of different procedures.

The material secured from the fourth question—that is, on the distribution of marks—furnished little satisfactory information other than to confirm the conclusions given earlier in this report—that marks vary greatly among institutions It did indicate, however, that the per-

# SUPPLEMENTARY QUESTIONNAIRE

	Name of Institution								
1.	Do you have a so-called F	reshman	Week?		Number	of days	devoted	to it	
	Do you have any objecti	ve data	in you	r institu	tion to	show t	he effect	iveness	of this
	week?	******		************				************	
2.	Do you have a personnel of	lepartm	ent throu	igh whic	h freshn	nen may	receive	advice (	on prob-
	lems of adjustmer								
	When was such a	departs	nent org	anized?					
	Could your institution fur.								
	freshman failures								
3.	Check the following tests  (a) Intelligence tests (b) Aptitude tests in English Mathematics Science History Foreign Langua  Does your institution make subjects?  Check the subjects in which English Mathematics  Does your institution have	(() (() (ages () cuse of	) ) ) the resu es are se ) ) Foreign	lts of th	(c) Transfer (d) Phese tests con the best ges (	aining tenglish Mathem Science History Foreign ysical in sections asis of Science History	Languag Examinat oning cla	ts of te	differentsts:
	cedure?								
_	Distribution of Mart	//	T1772 22	D CDIT	3405	T MC	DAT 3	73. FD 727	`
4.	Distribution of Marks	(G	IVE PE	RCENT	TAGE C	)F TO	ral nu	JMBER	.)
	Freshmen	I	II	III	IV	С	Inc.	F	W*
									Annual Committee of the
	Entire Institution	-							

<sup>\*</sup>I-Excellent; II-Good; III-Fair; IV-Passing; C-Condition; Inc.-Incomplete; F-Failure; W-Withdrawal before receiving grade.

If these marks do not conform with those used in your institution, please use your terminology, and give the interpretations.

Percentage distribution of grades should be on basis of credit hours, rather than on number of courses.

centage of failures was greater for freshmen than for the entire institution and that freshmen were not given the higher marks as frequently as upper classmen. The variation in the distribution of marks is almost unbelievable. The returns showed that one institution gave a mark of I to only .7 of 1 per cent of

ference is as yet forthcoming. Many plans are being evolved to alleviate this situation, such as Freshman Week, establishment of personnel departments, advisers, grouping on basis of ability, etc. These plans have been inaugurated so recently that it is impossible to determine just what influence they may

lable XXI. Tabulation of Replies to Questionnaire		
Number 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	Yes	No
Number having Freshman Week	237	263
Number having objective data to show effectiveness of this week	16	199
Number having personnel departments.	178	293
Number having objective data to show such department has reduced freshman		
failures	20	139
Number of institutions making use of the following tests in sectioning classes		
in different subjects	254	138
Number giving following tests:		
(a) Intelligence tests		
(b) Aptitude tests in English		(138)
English		(62)
Mathematics		(38)
Science	********	(27)
History (29) Foreign Languages		
Foreign Languages (60) (d) Physical Examination		(224)
Number of institutions which section classes on basis of tests in:		
English		
Mathematics (80) History		(24)
Foreign Languages (55)		

freshmen students while another institution gave 33 per cent. The range of percentage in the other marks was equally great. One wonders what must be the standard for marking students when one-third of the freshmen class receives a mark of I on a five-point scale. The distribution of marks in a considerable number of the institutions reporting follows closely the normal curve, but in most cases apparently little consideration is given to any theory for the distribution of marks.

#### CONCLUSIONS

The review of the studies of freshmen failures in higher institutions reveals a condition that constitutes a serious challenge to all persons connected with our colleges and universities. The variation in the percentage of failures among institutions is exceedingly large and no satisfactory explanation for such a dif-

have in stopping this stream of failures. Our state universities that are compelled by legislation to accept all graduates of accredited high schools are confronted by a situation quite different from that of private institutions, which may introduce a plan of selective admissions. far, we do not have reliable data to make justifiable conclusions as to just what part selection of students plays in the percentage of failures. The situation should be heroically faced and when each institution studies its own problem critically, we may develop techniques in orienting freshmen that will give a solution to the problem of freshmen fail-

This investigation has verified the findings of the one made in 1924. Because of the huge task in compiling these data, the writer questions the advisability of repeating the same type of study. The fact that four-fifths of the gradu-

ates of accredited high schools attend accredited higher institutions would indicate that a close cooperation should exist between the secondary schools and the higher institutions in the North Central Association. The Commission on Higher Institutions appointed a committee to make a recommendation on the advisability of each higher institution reporting on the success of graduates of high schools to the high school concerned and to the Association. This is a matter that should receive careful consideration and it would undoubtedly be

of much value both to the secondary schools and to higher institutions if accurate records were kept of the success of the graduates of high schools in their first year, or at least during the first semester, of college work. After a period of years high schools would have a fund of information on their ability to prepare students for various colleges and, on the other hand, higher institutions would know what high schools were best preparing their students for advanced work.

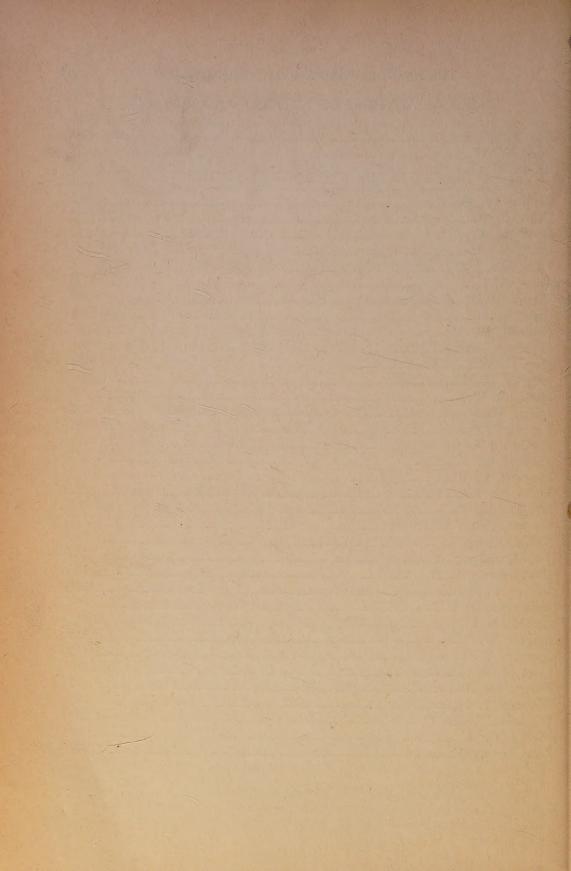
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# **FEATURES**

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OF COLLEGES AND SECONDARY SCHOOLS

#### THE

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